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ABSTRACT

This study examined the organizational structures for professional staff participation in decision making at selected university libraries with membership in the Association of Southeastern Research Libraries, and determined the perceived degree, quality, and effectiveness of staff participation. Twenty-two library directors and 192 professional librarians responded to a questionnaire for biographical, institutional, practices, and perception data. Librarians favored participative management more than directors, and directors perceived themselves as practicing more participative management than did librarians. Both groups felt administrators should seek as much staff input as possible before decision making. Neither group strongly supported true participative management. Librarians did not see themselves as meaningfully involved in activities that influence library policies and practices, and young librarians and Blacks felt a strong need for increased participation. Both groups supported equal promotion and raises for nonadministrative and administrative librarians, and felt that staff involvement in decision making results in greater staff satisfaction and performance. Respondents rejected authoritarian library management and supported consultative management. The study recommended five areas for further research. The appendices include the questionnaires, comments, and a bibliography. (Author/KP)

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THE FLORIDA STATE UNIVERSITY

SCHOOL OF LIBRARY SCIENCE

PROFESSIONAL STAFF PARTICIPATION IN THE DECISION-MAKING PROCESS IN SELECTED UNIVERSITY LIBRARIES

By

GEORGE R. LEWIS

A Dissertation submitted to the School of Library Science in partial fulfillment of the requirements for the degree of Doctor of Philosophy

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PROFESSIONAL STAFF PARTICIPATION IN THE DECISION-MAKING PROCESS IN SELECTED UNIVERSITY LIBRARIES

(Publication No.)

George R. Lewis, Ph.D.
The Florida State University, 1975

Major Professor: John M. Goudeau, Ph.D.

The purpose of this study was to examine the organizational structures for professional staff participation in the decision-making process in selected university libraries and to determine the perceived degree, quality and effectiveness of staff participation. The attitudes of library directors and rank-and-file professional staff members were compared and tested for differences between responses.

The target population was composed of the directors and professional staff members of university libraries that were members of the Association of Southeastern Research Libraries. The test samples included all of the library directors and a sample of professional staff members selected by the stratified proportional sampling method.

The data were collected by means of a direct mail, self-administered questionnaire developed by the researcher. Section I of the questionnaire contained ten biographical and institutional data items and Section II contained thirty-four "Practices and Perceptions Measurement"

statements. The five-point Likert response scale was used for Section II. Comments were solicited from the respondents. The usable response rate for directors was 91.7 percent and 76.8 percent for professional staff members. The "Student-t" test was selected as the appropriate statistical procedure for this study. The .05 significance level was utilized for all analyses.

The data analysis and testing revealed a significant difference between group responses for eighteen of the thirty-four items. Almost without exception, librarians favored participative-type management as a preferred practice more than did the directors. Directors perceived themselves as practicing a more participative-type management than did the librarians. Both groups gave their strongest support to the concept that "Administrators should seek as much input as is reasonably possible before making decisions on library policies and practices, but the final decision should be that of the administrator." Neither group was as strong in their support of true participative management.

The greatest differences between the two group responses concerned the acceptance and implementation of committee recommendations by library administrators and the lack of a free flow of information within the organization. Librarians did not see themselves as being meaningfully involved in committee activities that significantly

influenced library policies and practices. They felt that their participation was rather limited and ineffective. Young librarians and Blacks felt a strong need for greater participation.

Both groups were in strong agreement that non-administrative librarians should receive promotions and salary increases comparable to those for administrators, thereby, creating an alternative career ladder. Both groups agreed that genuine involvement of staff in decison-making results in increased staff satisfaction and performance, although directors were not as positive about increased performance as were librarians.

Directors expressed little confidence in the ability of the current library management style to effectively cope with the demands placed upon it, while librarians expressed a lack of confidence in its ability to do so. In summary, the respondents rejected authoritarian library management and endorsed consultative management.

Five recommendations for further research were submitted.

Dedicated to

Bobbie

Denise

Mike

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G. R. L

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CHAPTER I

INTRODUCTION

University libraries have traditionally been organized by and administered through the pyramidal structure with several horizontal levels of authority. They have been highly centralized with the director maintaining a "high degree of authority and responsibility regarding the general activities of the library" which he derives from his position.[1] Decisions have been made at the various supervisory levels and passed down to lower levels. Kaser stated that, "Information is passed up, and decisions are passed down."[2] This pattern of operation was characteristic of business administration during the early years of library development and was adopted as being appropriate for libraries. As long as libraries and staffs were small and communications were good, this kind of structure and management resulted in an effective and efficient library operation.

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[1]Maurice Marchant, "Participative Management as Related to Personnel Development," Library Trends, XX (July 1971), p. 50.

[2]David Kaser, "Modernizing the University Library Structure," College and Research Libraries, XXXI (July 1970), p. 227.

After World War II student enrollment increased rapidly, library expenditures and collections increased proportionately and library staffs began to double and triple in size. As libraries and staffs grew larger, organizational structure became more complex and less effective, communications became inadequate and unsatisfactory and rank-and-file librarians began "demanding greater opportunity for participation in decision-making through which they (could) improve services and at the same time restructure the library organization to better actualize their aspirations."[1]

As early as 1953 Winslow advocated staff participation in library management through the use of committees, staff meetings, staff suggestions and in-service training. Areas in which staff should participate include "policy formation, decision making, program planning, personnel administration, budget making and allocation of funds. . . ."[2]

The behavioral sciences have addressed themselves to the study of participative management and group decision-making and their findings appear to have significant implications for libraries. Some of the techniques used to encourage effective participation include committees, democratic supervision, multiple management, production

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[1]Marchant, "Participative Management," p. 50.

[2]Amy Winslow, "Staff Participation in Management," Wilson Library Bulletin, XXVII (April 1953), p. 624.

committees and consultative supervision. Some of the advantages of participation are:

1. It encourages better decisions.
2. It uses the creativity of all employees.
3. It restores a measure of human dignity, motivation, and natural interest.
4. It encourages people to accept responsibility.
5. It improves morale and teamwork.
6. It encourages acceptance of change.[1]

In his study of the formal organizational structure of urban university libraries, Holley observed that these libraries are not as lacking in staff participation as is often assumed.

> Councils, committees, advisory boards, etc., usually come into existance, especially in the public services area, to enable staff to have input to administrative decisions. Meetings of the total staff occur less frequently as the staff grows in size.[2]

In 1972 Marchant conducted a study of ten university libraries to identify the patterns of staff involvement in library management. The three general patterns identified were: (1) collegial; (2) a system of standing committees and task forces; (3) the delegation of authority down the

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[1]Keith Davis, "Management by Participation," Management Review, XLVI (February 1957), pp. 71, 74-75.

[2]Edward G. Holley, "Organization and Administration of Urban University Libraries," College and Research Libraries, XXXIII (May 1972), pp. 176-177.

formal pyramidal structure. Columbia, Cornell and UCLA were found to have the most sophisticated patterns.[1]

Statement of the Problem

Many librarians are dissatisfied with the traditional pyramidal organizational structure of university libraries and the perceived lack of staff involvement in the decision-making process. The assumption is that the pyramidal structure is a hindrance to staff participation. Enthusiasm is growing among librarians for participative management in libraries.

The problem in this study is threefold:

1. To examine the formal structures for professional staff participation in the decision-making process in selected university libraries.[2]
2. To determine the degree and quality of professional staff participation in decision-making.
3. To determine the perceived effectiveness of the decision-making process in university libraries

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[1]Maurice Marchant, Participative Management in Academic Libraries (Provo, Utah: Brigham Young University, unpublished manuscript, 1974), p. 11-5.

[2]The publicly and privately supported university libraries that were members of the Association of Southeastern Research Libraries (ASERL) were included in this study. Membership is determined by standards set by the Association. The university libraries included were: Auburn, Alabama, Clemson, Duke, Emory, Florida, Florida State, South Florida, Miami (Florida), Georgia, Georgia Institute of Technology, Georgia State, Joint Universities, Kentucky, Louisiana, Louisville, North Carolina, North Carolina State, South Carolina, Tennessee, Tulane, Virginia, Virginia Polytechnic Institute and Wake Forest. Mississippi State and Mississippi were used to pre-test the questionnaire.

from the respective positions of both top library administrators and rank-and-file librarians.

Significance of the Problem

The effective and efficient management of library personnel and resources is essential to providing adequate library services, meeting the demands of contemporary education and coping with the financial crises faced by libraries. Yet, management has been identified as one of the weakest areas in librarianship.

Burgis expressed the sentiments of many librarians when he stated that:

> The traditional organizational structure in large university libraries is in an obvious state of collapse . . . The changing role of the library in the university community and the external forces being brought to bear upon it are demanding a more modern organizational approach if the library is to fulfill its function in the immediate future.[1]

The formal organization of the library with its "'explicit, limited and announced' objectives" has not been flexible enough to adapt to the changing pressures of social and technological change. Its staff members have not been able to fully realize their goals which, to a greater or lesser degree, often conflict with the goals set for them by

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[1]G. C. Burgis, "A Systems Concept of Organization and Control for Large University Libraries," Canadian Library Journal, XXVIII (January-February 1971), p. 24.

the organization.[1] Informal organizations are formed to meet the unfulfilled staff needs. The formal organization cannot prevent the development of the informal organization and must be prepared to recognize it and its influences upon the formal organization. These informal organizations do not correspond with formal structural arrangements and their norms and goals may be in conflict with formal goals.

Kaser reported that a "fundamental reform" is called for in the governance of libraries. Although the classic structure of organization has served "reasonably well," its failure to ". . . allow widespread participation in the organization's total goal determination runs counter to the increasingly prevalent concept of the librarianship as a high-order profession, wherein all practitioners are peers with equal obligation to speak out on library issues wherever in the total structure they happen to fall."[2] Librarians want to restructure the library organization and administration in order to improve services and to make possible greater actualization of their desires and ambitions. They have become better educated, they question the system and they are more concerned about their status in the academic

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[1]W. Boyd Rayward, "Libraries as Organizations," College and Research Libraries, XXX (July 1969), pp. 312-313.

[2]Kaser, "Modernizing the University Library Structure," p. 227.

community. They are concerned also about economic justice, fringe benefits, individual recognition, equal opportunity and a variety of social issues.

Librarians believe that librarianship is a profession and that because of the training of librarians and the professional nature of their work a participative style of management as advocated by Likert,[1] Davis[2] and Argyris[3] is the best management style for libraries.

The Association of Research Libraries has a Management Review and Analysis Program to aid in the study and evaluation of management policies, activities and results in university libraries. Studies conducted under the Program ". . . focus on the top management responsibilities and decision-making of the library."[4] This Program is a tangible expression of the serious concern of one of the national professional organizations for the improvement of management in university libraries.

The numerous news items and articles appearing in the professional literature reflect the preoccupation of

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[1]Rensis Likert, The Human Organization; Its Management and Value (New York: McGraw-Hill, 1967).

[2]Keith Davis, "The Case for Participative Management," Business Horizons, VI (Fall 1963), pp. 55-60.

[3]Chris Argyris, "Organizational Leadership and Participation in Management," The Journal of Business, XXVIII (January 1955), pp. 1-7.

[4]"Library Management Review and Analysis Program," Office of University Library Management (Washington, D. C.: Association of Research Libraries, 1972).

librarians with the concept of staff participation in decision-making. Several institutes and seminars have been conducted on the subject and sections of recent American Library Association programs have been devoted to staff participation in management.

The significance of this study will be its contribution to the limited amount of research on staff participation in decision-making in libraries. The results will help determine the course of change of management styles in university libraries.

Purpose of the Study

Although librarians have become involved with the concept of participative management in libraries in recent years, they need research data on the subject to assist them in making wise decisions concerning it. This study is designed to provide such information through answers to the following questions:

1. What structures exist for professional staff participation in decision-making?
2. What are the perceptions of top administrators and rank-and-file librarians as to the existing management style and an ideal management style?
3. To what degree are professional staff members involved in the decision-making process?
4. What is the perceived quality of professional staff participation in decision-making?
5. What is the perceived effectiveness of professional staff participation in decision-making in library governance?

6. How do the perceptions of top administrators and rank-and-file librarians compare?

7. How are the variables of age, race, sex, education and experience related to the librarian's perception of professional staff participation in decision-making?

Limitations of the Study

A limitation of this study is that only professional staff members of participating libraries were included. It is difficult to study the structures for and the degree and effectiveness of professional staff participation in the decision-making process without including non-professional staff members. Also, one needs to know something of the influence of the informal organization upon the formal organization. No formal organization can escape the influence--good or bad--of the informal organization.

The results of this study will be limited by time because they reflect the state-of-the-art as of a given date and the management style in many university libraries is undergoing rapid change.

Another limitation of the study is that the results will reflect the practices and attitudes of the ASERL libraries only and extrapolations cannot be made to other populations.

Definition of Terms

The terms used in this study are commonly used and widely accepted in the fields of library science and management. Although some authorities would debate the definition of some of the terms, the following research definitions are presented for this study.

Consultative Management: A management style in which the manager consults with his employees on matters which affect them and their work situation in order to secure as much staff input as possible before he makes a decision. Goals are set or directives issues after discussion with subordinates, but the manager is not bound by staff input and retains the right to decide.

Formal Organization: "The preplanned structure of authority relationships and represents a concerted attempt by administrators to establish and encourage positive patterned interactions among organizational components which will eventually lead to the attainment of satisfactory performance levels and overall institutional goals. The formal structure indicates the manner in which activities should be accomplished."[1]

Formal Structures: Those structures designated by the university library through which it can achieve its

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[1]James L. Gibson, John M. Ivanchvich and James H. Donnelly, Jr., Organizations: Structure, Process, Behavior (Dallas: Business Publications Inc., 1973), p. 114.

goals and objectives. In this study committees, task forces, councils, staff organizations, etc., will be considered formal structures.

Informal Organization: "Those aspects of structure which, while not prescribed by formal authority, supplement or modify the formal structure."[1] ". . . informal organization refers to those patterns of coordination (and communication) that arise among members of a formal organization which are not called for by the blueprint."[2]

Participative Management: A management style in which subordinates are given an opportunity to participate in the decisions made within an organization which affect them directly or indirectly. Davis defined participation as, "mental and emotional involvement of a person in a group situation which encourage him to contribute to group goals and share responsibility in them."[3]

A more extreme expression of participative management is the concept of shared leadership. ". . . no sharp distinction should be made between leadership and

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[1]Bertram M. Gross, The Meaning of Organizations, V. 1 (New York: The Free Press of Glencoe, 1964), p. 388.

[2]Edgar H. Schein, Organizational Psychology, 2nd ed. (Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1970), p. 10.

[3]Davis, "Management by Participation," p. 69.

membership in a group."[1] All members share in setting goals.

Professional Staff: That portion of the university library staff who, because of professional training and duties performed, are classified as professional by the Director of the library. The assumption is that the classification follows closely the standards adopted by the American Library Association.

Organization of the Dissertation

Chapter I contains an introduction, the statement of the problem, the significance of the problem, the purpose of the study, limitations of the study and definition of terms for the study. Chapter II contains an introduction and a review of related literature in the fields of management and library science. Chapter III is comprised of an introduction to the methodology, the selection of the population and samples, the development of the survey instrument and the collection of the data. Chapter IV presents an introduction to the data and an item and factor analysis of the data. Chapter V contains conclusions from the data, implications of the conclusions and recommendations for future research.

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[1]Warren Haynes and Joseph L. Massil, Management: Analysis, Concepts and Cases, 2nd ed. (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1969), p. 113.

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

A review of the professional literature reveals that in recent years many articles have been written about staff participation in management and decision-making in libraries. Yet, little research has been devoted to the formal structures (such as committees, task forces, councils and staff organizations) for staff participation in decision-making. Even less research has been done to determine the degree, quality and effectiveness of staff participation. Most of the articles and news items have been descriptive in nature and have "rarely shown a comprehensive awareness of the research conducted in other disciplines."[1] No research study of library staff participation in decision-making had been reported in the professional literature prior to Marchant's research in 1970.[2] In 1971 Stewart

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[1]Henry R. Stewart, Professional Staff Participation in the Management of Libraries of the Associated Colleges of the Midwest (ACM) (unpublished Ph.D. dissertation, Indiana University, 1971), p. 20.

[2]Maurice P. Marchant, The Effects of the Decision-Making Process and Related Organizational Factors on Alternative Measures of Performance in University Libraries (unpublished Ph.D. dissertation, University of Michigan, 1970).

conducted a study of staff participation in management in the Associated Colleges of the Midwest.[1] Marchant conducted a field study in 1972 involving ten American university libraries in which he studied the patterns of staff involvement in library management.[2]

Most standard works on library administration are still bureaucratically oriented and take the position that all authority resides in the head librarian. Wilson and Tauber noted briefly the existence of staff committees for the consideration of various problems.[3] Rogers and Weber recognized the use of staff committees to review promotion proposals, to improve staff communication and to improve staff morale.[4]

Stewart defined staff participation in administration as:

> . . . an active and natural sharing in the management of an enterprise. It is democracy in action, and as in the case of democracy, the differences in points of view of those who praise it and those who condemn it are considerable. Participation is not a favor granted by an

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[1]Stewart, Professional Staff Participation.

[2]Maurice P. Marchant, "Patterns of Staff Involvement in University Library Management; A Field Study" (Provo, Utah: Brigham Young University, unpublished manuscript, 1974).

[3]Louis R. Wilson and Maurice F. Tauber, The University Library, 2nd ed. (New York: Columbia University Press, 1956), p. 44.

[4]Rutherford D. Rogers and David C. Weber, University Library Administration (New York: H. W. Wilson Co., 1971), pp. 48, 82-83.

> administrator. It is something that grows gradually by active encouragement and provision of opportunity by the administrator.[1]

This chapter will provide a review of some of the most relevant literature pertaining to the history and development of participative management and its increasing use in university libraries. Only a portion of the books and articles on the subject cited in the bibliography of this dissertation will be reviewed in this chapter.

Review of Related Literature

Frederick Taylor made the central contribution to the Classical Theory of organization which later became known as Scientific Management. This theory arose as a result of the search for greater effectiveness and efficiency of organizations. Its central doctrine was the division of labor. It combined a study of physical capabilities of a worker

> . . . with an economic approach which views man as driven by the fear of hunger and the search for profit. The central tenet of the approach is that if material rewards are closely related to work efforts, the worker will respond with the maximum performance he is physically capable of.[2]

As indicated by the writings of Fayol, Urwick, R. C. Davis, Taylor and Mooney, the Classical School has primarily "concerned itself with management functions and principles

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[1]Stewart, Professional Staff Participation, p. 15.

[2]Amitai Etzioni, Modern Organizations (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1964), pp. 20-22.

of management" and has not dealt adequately with human motivation.[1]

The Human Relations School, born out of a reaction to the Classical approach, focused on matters that were of little concern to the Classical theorists. Elton Mayo is recognized as the founder of the School which also had Kurt Lewin and John Dewey as its proponents. The School arrived at a new concept of motivation for work behavior and emphasized the role of communication, participation and leadership.

The Mayo studies conducted at the Western Electric Company's Hawthorne works in Chicago from 1927 to 1932 (known as the Hawthorne studies) found that:

1. The level of production is set by social norms, not by physiological capacities.
2. Non-economic rewards and sanctions significantly affect the behavior of the workers and largely limit the effect of economic incentive plans.
3. Often workers do not act or react as individuals but as members of groups.
4. The function of leadership, both formal and informal, is important in setting and enforcing group norms.
5. Communication between the ranks, participation in decision-making and democratic leadership significantly influence organizational behavior.[2,3]

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[1]John B. Miner, The Management Process: Theory, Research and Practice (New York: Macmillan Company, 1973), p. 101.

[2]F. J. Roethlisberger and W. J. Dickson, Management and Worker (Cambridge: Harvard University Press, 1939).

[3]Etzioni, Modern Organizations, pp. 34-38.

The studies emphasized the importance of human relations training for supervisors as a means of improving communication and increasing integration of value and reward structures. The researchers in these studies discovered the positive impact of a supervisory style which permitted employees to have a say in the way they did their work. These studies produced the first scientific evidence of the relationship between employee participation in decision-making and production. As additional research was conducted in later years employee participation became a major tenet of the human relations movement.[1]

The origin of such phrases as "democratic leadership," "decentralized authority," "staff participation in management" and "group decisions" may be traced to the Human Relations School. The School has incorporated many of the findings of sociology and psychology and has led to an interdisciplinary approach to management.[2]

Although Scientific Management and Human Relations differed in many ways, they had one element in common: "neither saw any basic contradiction or insoluble dilemma in the relationship between the organization's quest for

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[1]James L. Gibson, John M. Ivanchvich and James H. Donnelly, Jr., Organizations: Structure, Process, Behavior (Dallas: Business Publications, Inc., 1973), p. 374.

[2]Stewart, Professional Staff Participation, p. 17.

rationality and the human search for happiness."[1] Scientific management assumed that the most efficient organization would be the most satisfying one because it would maximize productivity and workers' pay. The Human Relations School believed that the most satisfying organization would be the most efficient because of its teaching that it is necessary to relate work and organizational structure to the social needs of employees. Human Relations worked toward a perfect balance between the organization's goals and the employee's needs.[2]

The Structuralist approach, a synthesis of both the Classical School and the Human Relations School, recognized the organizational dilemma due to the inevitable strains and conflicts between organizational needs and individual needs. The Structuralists contend that the Human Relations School does not provide a full view of the organization and misleads the workers. They view the organization as a "large, complex social unit in which many social groups interact." Whereas Human Relations proponents view industrial conflict as undesirable, Structuralists point to many important social functions of conflict.[3] Structuralists examine the organization, phenomenon within it and the environment

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[1]Etzioni, Modern Organizations, p. 39.

[2]Ibid.

[3]Ibid., p. 44.

within which any element, as well as the entire organization, exists. They are concerned with the formal and informal elements of the organization and the interrelationships that hold them together.[1]

The Behavioral Humanist School is strongly identified with the Massachusetts Institute of Technology and the University of Michigan, both of which have housed the Research Center for Group Dynamics. The School looks upon Kurt Lewin as its founder. Although it is closely related to Human Relations, the School takes a much broader perspective on managing and the organization. It is concerned with input and output processes, the external environment and the mediator process. Its identifying characteristic is the introduction of democracy in organizations.[2] The desired results are that employees at all levels have significant influence on their own role prescriptions.

The Supportive Theory is closely related to the Behavioral Humanist School and is variously called "Participative theory" or "democratic theory of leadership." In the Supportive theory the leader considers his subordinates as social equals and respects their knowledge and ideas. The leader

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[1]Peter Weissenberg, Introduction to Organizational Behavior; A Behavioral Science Approach to Understanding Organizations (Scranton: Intext Educational Publishers, 1971), p. 101.

[2]Miner, The Management Process, pp. 102-103.

> gives general managerial overseeing and encourages his subordinates to use their creativity and initiative in handling the details of his job. Decision making by the leader includes consideration for the followers' opinions and recommendations which they aggressively seek.[1]

Likert and his associates found that if a manager uses "the principle of supportive relationship, group methods of supervision, and other principles of (participative management)" his organization will display greater loyalty; higher performance goals; greater cooperation; more technical assistance to peers; less feeling of unreasonable pressure; more favorable attitudes toward the manager and higher motivation.[2] They have adopted the viewpoint that "traditional organizational influences on leadership" have a harmful effect upon productivity and morale. Consequently, they propose a greater degree of participative management in order to develop a supportive situation in which employees will be moved to adopt organizational goals. Concerning Likert's viewpoint, Fiedler stated that, "while there is some evidence supporting the principles of participative management, the benefits of this approach . . . are neither inevitable nor universal."[3] Likert contended that an

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[1]George R. Terry, Principles of Management, 6th ed. (Homewood, Ill.: Richard D. Irwin, Inc., 1972), p. 467.

[2]Rensis Likert, The Human Organization; Its Management and Value (New York: McGraw-Hill, 1967), p. 76.

[3]Fred E. Fiedler, Leadership and Effective Management (Glenview, Ill.: Scott, Foresman and Co., 1974), p. 51.

organization's human assets should be valued as highly as its material assets and consequently should be measured and managed as carefully..

Although the Likert studies were conducted in business and industry, it seems reasonable to assume that their findings would be applicable to libraries.

Vroom found that employee characteristics determine in part which managerial style will be most effective. Employees high in need for independence and low in authoritarianism performed better under democratic leadership, while those high in authoritarianism and low in the need for independence performed best under directive supervision.[1] He stated that participative management style has been much more effective at higher organizational levels than at lower levels. He recommended an effective combination of participative and scientific management which would combine the functions of planning and doing.[2]

Although he recognized that participative management has much to recommend it, Argyris warned against the use of "pseudoparticipation" in which managers say they want staff participation but discourage it or ignore suggestions when

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[1]Victor H. Vroom, "Some Personality Determinants of the Effects of Participation," Journal of Abnormal and Social Psychology, LIX (1959), pp. 322-327.

[2]Victor H. Vroom, "What Really Motivates Employees," Business Management, XXXI (November 1966), pp. 81-86.

they are given. He also warned against the results obtained in experimental procedures where participative management is temporarily substituted for the authoritarian structure of the organization and the traditional role of management.[1]

In his rather extensive review of the literature on supervisory style and productivity, Sales found that "the experimental studies reviewed show no consistent superiority of one style over the other in terms of a productivity criterion." He found that, in contrast, survey data support the hypothesis that democratic supervision leads to higher production than does authoritarian supervision.[2]

McGregor believed that improved staff satisfaction and morale created by greater staff participation will be beneficial to the organization although increased performance may not be readily discernible.[3]

Most libraries that adopt the participative style of management start with a traditional pyramidal organization structure. The process of change from an authoritarian management style to a participative style is a slow and

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[1]Chris Argyris, Personality and Organization: The Conflict Between System and the Individual (New York: Harper and Brothers, 1957), pp. 145-149.

[2]Stephen M. Sales, "Supervisory Style and Productivity: Review and Theory," Personnel Psychology, XIX (Autumn 1966), pp. 280-281.

[3]Douglas McGregor, The Human Side of Enterprise (New York: McGraw-Hill, 1960), pp. 124-131.

developmental one. Certain conditions must prevail before even limited success can be expected.

Davis identified certain conditions that must exist in the participants and environment to facilitate success:

1. Ample time must be allowed for participation before action is required.
2. Financial cost of participation should not exceed the economic and other values that it produces.
3. The subject of participation must be relevant to the participant's organization.
4. The participant should have abilities, intelligence and knowledge to participate effectively.
5. No one should feel that his position is threatened by participation.
6. Participation for deciding a course of action in an organization can take place only within the group's area of job freedom.[1]

Davis believed that participation is worthy of trial by a manager if:

1. He understands what he is doing.
2. He has developed some social science skill.
3. He will meet the prerequisites.
4. He will respect the role expectations of his people.
5. He will begin in a small way, rather than shooting for the moon in the first few months.[2]

The most frequently used structure for involving staff members in decision-making is the committee. Dale and

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[1]Keith Davis, "The Case for Participative Management," Business Horizons, VI (Fall 1963), p. 59.

[2]Ibid., p. 60.

Urwick viewed the committee as an "organizational device which makes possible development of policies and administrative devices superior to those which any one individual could develop by himself."[1]

Some of the basic reasons for using the committee are:

1. To deal with complex problems when the best solution is a compromise between opposing viewpoints.
2. To deal with problems of coordinating diverse functions. Different views can be unified and integrated.
3. To secure the acceptance of decisions.
4. To prevent too much authority of one person.
5. To provide motivation. People like to participate and the use of the committee encourages participation.
6. To promote and broaden the education of members.
7. To improve communication.
8. To review the plans and intentions of the executive.[2,3,4]

Some of the disadvantages of the committee are that it is a slow and expensive process for reaching a decision; it promotes divided responsibility and decreased

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[1]Ernest Dale and Lyndall F. Urwick, Staff in Organization (New York: McGraw-Hill Book Co., 1960), p. 48.

[2]Edwin R. Flippo, Management: A Behavioral Approach (Boston: Allyn and Bacon, 1966), pp. 153-154.

[3]Terry, Principles of Management, p. 395.

[4]Lewis R. Benton, Supervision and Management (New York: McGraw-Hill Book Co., 1972), pp. 387-389.

accountability; and it presents the danger of domination by a member or few members of a group.[1,2]

Slocum recognized the importance of staff participation through committee activities. She emphasized participation through interdepartmental committee membership and saw the committee system as being most effective when the staff is applying its experience and imagination to planning or modifying specific activities. The administration must be receptive to committee recommendations. She concluded that the "inclusion of staff in decision-making maximizes staff potential and provides challenging assignments outside of the day-to-day activities."[3]

In his article, "Committees and Librarianship," Ratcliffe noted the paucity of material in the professional literature on library staff committees. Most of the article deals with the Faculty Library Committee. Although he declared his concern with the implications of government by committee for libraries, he devoted most of his article to the Faculty Committee and only one paragraph to staff

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[1]Flippo, Management: A Behavioral Approach, p. 154.

[2]Benton, Supervision and Management, pp. 387-389.

[3]Grace P. Slocum, "Participation by Committee," In New Directions in Staff Development, ed. by Elizabeth W. Stone (Chicago: Library Administration Division, ALA, 1971), p. 50.

committees.[1] He considered the functions of the committee to be: the discussion of policy matters, day-to-day management problems and the promotion of staff unity.

The concept of participative management has been developed in management literature and practice since the Hawthorne Studies. But, in the area of librarianship, few individuals have either practiced or written about participative management. However, in 1953 Winslow advocated the use of participative management and described what she meant by it.

> It means an active and natural sharing in policy formation, decision-making, program planning, personnel administration, budget making, allocation of funds and many other activities which go to make up what we call management.[2]

She stressed the importance of two-way communication to the success of staff participation. To her, the important point for libraries was that each member of the organization should have some input into the operation of it, that his suggestions will be heard and that he may influence the final decision.

Metcalf, with more than fifty years of experience in library work, affirmed his belief in participative management. He believed it to be beneficial to: (1) Staff

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[1] F. W. Ratcliffe, "Committees and Librarianship," Libri, XXII (No. 3, 1972), pp. 232-248.

[2] Amy Winslow, "Staff Participation in Management," Wilson Library Bulletin, XXVII (April 1953), p. 624.

members. It is a good means of training new administrators; (2) Chief librarian. He is relieved of the more routine type duties for more responsible administrative activities; (3) The library. It benefits from new and different ideas that more people bring to problem solving.[1]

In 1960 Jesse reported that the University of Tennessee Library had a policy of stressing interpersonal relations, staff participation and democracy in action. Areas which he thought appropriate for group participation included planning, organization, coordination and reporting.[2]

The purpose of Marchant's dissertation study was to determine the relationships between professional library staff participation in decision-making and a set of performance measures. His primary hypothesis stated that ". . . within the present limits of involvement, the greater the extent to which the professional personnel on the staff are involved in the library's decision-making processes, the more effective will be the library's performance."[3] The "effect generally was found to be positive and significant within the limits found in the sample." The results of his

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[1]Keys D. Metcalf, "Staff Participation in Library Management in a Large Research Library," College and Research Libraries, XVIII (November 1957), pp. 473-478.

[2]William H. Jesse, "Interpersonal Relations in Libraries," College and Research Libraries, XXI (March 1960), pp. 149-155.

[3]Marchant, The Effects of the Decision Making Process, p. 26.

study support the recommendation that a change be made toward participative management. The benefits that may be expected include higher staff satisfaction, improved communication, a more unified staff system and a more favorable faculty evaluation.

In addition to staff development, he recommended the following steps toward a more participative style:

1. Increasing the frequency of use of committees with membership including low-rank people, especially in the study of technological policy and program changes.
2. Inclusion of representatives of lower rank on the library's executive or administrative committee.
3. Enlarging the scope of communication to staff, encouraging staff reaction to proposed decisions, and increasing the lead time of communications before final decisions are made.[1]

In a review article Lynch[2] described Marchant's dissertation study as not being good research. She criticized him for the alleged inadequacies of his theoretical development, the "weaknesses of the measures and methods he used to gather the data and test the hypothesis of his study," and his unsupported conclusions from the data.[3] However, his work is better than some recent studies on library

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[1]Marchant, The Effects of the Decision-Making Process, p. 270.

[2]Beverly Lynch, "Participative Management in Relation to Library Effectiveness," College and Research Libraries, XXXIII (September 1972), pp. 382-389.

[3]Beverly Lynch, "Organizational Structure and the Academic Library," Illinois Libraries, LVI (March 1974), p. 201.

organization and administration in its structure and use of statistical methods. Lynch concluded that the study provided no evidence for the generalization that increased staff participation in decision-making increases library effectiveness. Yet, in spite of these weaknesses, his study is being used as evidence in support of the need for a change in managerial style.

The Association of Research Libraries and the American Council on Education sponsored a study of the organization and staffing of the Columbia University Libraries by Booz, Allen and Hamilton, Inc., during 1970-71. The twofold purpose of the study was to "strengthen library services at Columbia University and to provide guidance for the improvement of other university libraries."[1] The final report of the study suggested organizational and staff changes to meet new requirements of higher education. It recommended new approaches to the maximum use of professional personnel and the use of new management styles. Communications should be promoted through the work of committees, task forces and advisory groups. The University Librarian and the heads of major units should work together as a "professional partnership." In order to provide an effective approach to

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[1]Booz, Allen and Hamilton, Inc., Organization and Staffing of the Libraries of Columbia University, A Case Study (Westport, Conn.: Redgrave Information Resources Corp., 1973), p. XVII.

professional responsibilities and management through staff participation the following recommendations were made:

1. The present University Senate Library Committee be continued without change in its function or composition.

2. The Representative Committee of Librarians be continued but that it not be assigned specialized tasks which might detract from its basic purpose.

3. A major Professional Advisory Committee be established to be concerned comprehensively with the work of the libraries at Columbia.

4. A Staff Development Committee be established to advise on and participate in staff development activities proposed.

5. Program advisory groups and technical advisory groups be appointed by unit heads to assist them in their work.[1]

The findings and recommendations of this study should help direct other library administrators as they strive to meet the challenges of staff involvement and reorganization.

In 1971-72 the Cornell University Library undertook a long-range planning effort. "Planning effort" is the term used by Cornell librarians to describe their continuing experience in developing: "(1) a planning team, (2) a dynamic long-range strategic plan, (3) participative management, and (4) the planning process itself."[2] Their overall

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[1]Booz, Allen and Hamilton, Inc., Organization and Staffing, p. 51.

[2]William E. McGrath, Development of a Long-Range Strategic Plan for a University Library: The Cornell Experience: Chronicle and Evaluation of the First Year's Effort (Ithica, N. Y.: Cornell University Libraries, 1973), p. 1.

goal was "to develop an effective and unified planning team, as well as a 'truly meaningful and effective' long-range plan." With the support of a grant from the Council on Library Resources, they contracted with the American Management Association to guide them through the long-range planning process.

A survey of the Cornell Library staff at the end of the first year of activities showed a favorable attitude toward the effort.

> Participative management, by all levels of the organization, though not emphasized in AMA's process became an important factor and force in Cornell Libraries' Team planning. Cornell Libraries' existing level of participative management, compared to industry and other libraries, and its prognosis for improvement, gives reason to be optimistic.[1]

In 1970-71 Flener examined staff participation in the management of ten large university libraries to determine: (1) The climate in which participation developed; (2) The preparation of staff for participation; (3) The areas best suited to staff participation in decision-making; (4) The role of the staff association; and (5) The number of staff members interested in participation.[2] She noted that for years libraries have had committees to make recommendations for the solution of library problems and such committees

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[1]McGrath, Development of a Long-Range Strategic Plan, p. 72.

[2]Jane G. Flener, "Staff Participation in Management in Large University Libraries," College and Research Libraries, XXXIV (July 1973), p. 276.

provided background for staff participation in decision-making. Problems considered by committees included such areas as personnel, collection development, technical and public services. She found that "for the most part" staff members had been active participants in the decision-making process with both negative and positive responses. The personnel committee appeared to be the most successful task-oriented group. Every library visited by Flener had staff participation to some degree and the degree depended on both the attitude of the library administration and the leadership within the staff.[1]

Perhaps the most recent and most significant study concerning structures for staff participation in decision-making is Marchant's field study of patterns of staff involvement in university library management. The purpose of the study was to identify successful patterns of staff involvement. Selected staff members of ten university libraries were interviewed and questioned about "leadership, communication, decision making, control processes and personnel and planning activities." He identified three general patterns which he described as: (1) Collegial pattern, in which librarians deal with each other as equals in an assembly; (2) A system of standing committees and task

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[1]Flener, "Staff Participation in Management," pp. 278-279.

forces; and (3) The formal pyramidal structure with the delegation of authority downward.[1]

The organizational pattern at UCLA was the most sophisticated and complex one encountered by Marchant and is known as the Library Administrative Network. It is a "formalized structuring of a network of advisory committees involving staff members from many organizational areas and levels."[2] The network was formed to work for the achievement of the UCLA Librarians Association objectives which were:

1. To create a forum where matters of concern to librarians at UCLA may be discussed and appropriate courses of action determined.

2. To facilitate consultation with, and to advise, the University Librarian on matters concerning appointments, promotions, standards, rights, privileges, and obligations of the librarians at UCLA.

3. To enable librarians to have a voice in the decision-making process of the UCLA Library.

4. To encourage the University Librarian to consult with, and to inform, the UCLA Library staff of impending action on matters concerning their welfare and interests.

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[1]Maurice Marchant, Participative Management in Academic Libraries (Provo, Utah: Brigham Young University, unpublished manuscript, 1974), p.11-6.

[2]Ibid.

5. To establish and maintain liaison with the librarians of the other campuses of the University of California.[1]

The Association conducts seminars to give staff members a brief orientation on the network's history, its structure and function and the experience of participation in the network.[2]

A study revealed that after three years of staff involvement through the network, the greatest impact was on top management and rank-and-file staff members considered network activities peripheral to their work. The staff viewed the network as a means to improve the library and their own positions. The sharing of influence did not reduce management's influence, but rather increased it, particularly at the unit leader level.[3]

When comparing the present UCLA network with the original "new" network, Tallman said that many new staff members inexperienced in the area of the committee were serving on committees. "This means that the committees are more in the nature of orientation and training programs than

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[1]Johanna E. Tallman, "The New Library Management Network at the University of California, Los Angeles" (Los Angeles, California: University of California, Los Angeles, unpublished paper, revised, June 27, 1969), p. 2.

[2]"The Library Administrative Network Syllabus" (Los Angeles, California: UCLA Librarians Association, unpublished syllabus, December 6, 1973).

[3]Marchant, Participative Management in Academic Libraries, p. 11-30.

as true advisory expertise to administrative staff."[1] Consequently, the committees have become rather ineffective and more experienced members of the staff have become dissatisfied with the current set-up. "The library management may, however, feel that the availability of communication links, the extensiveness of participation, etc., are worthwhile in terms of orientation, morale factors . . . and for related reasons."[2]

The Collegial pattern of library management does not require faculty status for librarians, although the two are often found together. At Washington State University the President organized the library's professional staff into a college faculty and appointed the Director as Chairman. This organizational structure characterizes those structures found in several other university libraries. The collegial model tends to change the role of professional staff members in the sharing of decision-making power, the establishment of evaluative criteria, the conduct of research and/or public service and peer evaluation procedures.[3]

A major advance toward collegial library governance was made by the Academic Status Committee of the Association

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[1]Letter from Mrs. Johanna E. Tallman, Director of Libraries, California Institute of Technology, February 15, 1974.

[2]Ibid.

[3]Marchant, Participative Management in Academic Libraries, pp. 11-14, 11-15.

of College and Research Libraries with the adoption of section two of its standards:

> Library governance. College and university libraries should adopt an academic form of governance. The librarians should form a library faculty, whose role and authority is similar to that of the faculties of departments, schools, or colleges.[1]

With the Collegial pattern of management librarians must willingly accept the responsibilities for participating in decision-making, planning and academic standards for themselves.[2]

As more librarians attain faculty status, it is only natural that they concern themselves with the corresponding duties and responsibilities. The granting of faculty status to librarians will not automatically bring about significant participation in decision-making. Disappointment will be experienced with participation because of unrealistic expectations and lack of skills. Participation in goal setting is a good means of enlisting the support and approval of staff or organizational goals. Participants will also gain knowledge of and insight into the total library program.[3]

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[1]"Standards for Faculty Status for College and University Librarians," College and Research Libraries News, #5 (May 1974), p. 112.

[2]Adeline Tallau and Benjamin R. Beede, "Faculty Status and Library Governance," Library Journal, XCIX (June 1, 1974), pp. 1521-1522.

[3]Edward G. Holley, "Who Runs Libraries? The Emergence of Library Governance in Higher Education," Wilson Library Bulletin, XLVIII (September 1973), pp. 42-50.

Holley cited several libraries that have developed library governance policies.[1] Some of these include Northern Illinois University, University of Oklahoma, Cornell University, University of Pittsburgh, Duke University and the California State Colleges. The University of Miami has an excellent statement of principles for the collegial pattern of governance. It states in part:

> 3. 5. The following powers and duties are granted to the faculty of the Library: to participate in the appointment, retention, promotion and award of tenure and merit salary increases to its members; to participate in the selection and retention of its administrative officers; to promote the educational and research policy and the general welfare of the Library. . . . In order to exercise these responsibilities the faculty of the Library is authorized to determine its own organization and rules of procedure. Under this authority the faculty of the Library shall establish a Council as its executive agency.[2]

The Librarians' Assembly was inaugurated at the Duke University Library in December 1973 with three standing committees--Executive, Professional Affairs, and Appointment and Promotion. The Assembly's purpose was to implement the structure and provide means of staff participation in library governance and university affairs.[3] The Assembly

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[1]Edward G. Holley, "Organization and Administration of Urban University Libraries," College and Research Libraries, XXXIII (May 1972), pp. 175-189.

[2]"Faculty Government," Faculty Manual 1971-72 (Coral Gables, Florida: University of Miami, 1971), p. 36.

[3]"Ranking Structure Instituted in Duke Libraries," College and Research Libraries News, # 9 (October 1974), p. 216.

and the library administration have approved a set of proposals (prepared by the Committee on Professional Structure) which outlined a new ranking structure for Duke University librarians.[1] Ranking and promotion will be determined by a combination of peer evaluation and administrative/supervisory evaluation.

> Through its committees, or acting as a whole, [the Assembly] will channel staff input on professional appointments and promotions, encourage continuing education and professional growth, recommend policies and procedures concerning the libraries, and assist in maintaining high standards of librarianship.[2,3]

In June 1972, the University of Minnesota Library, Twin Cities Campus, wrote its Constitution and Bylaws. These documents were among the first of their kind in the nation and provided for the complete organization of the library faculty and staff. They listed the library committees, their functions, their membership and their operational procedures.[4] They give a good indication of what

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[1]"Participative Management at Duke University Libraries," Library Journal, XCIX (September 15, 1974), pp. 2116-2117.

[2]"Ranking Structure Instituted in Duke Libraries," p. 216.

[3]Additional information can be obtained from the Duke Librarian's 1972-73 Annual Report to the Provost and from the following Assembly documents: "Duke University Librarians' Assembly," "Committee on Appointment and Promotion," and "Ranking Structure for Duke University Librarians."

[4]Ralph H. Hopp, "University Libraries, Twin Cities Campus. Constitution and Bylaws" (Minneapolis, Minnesota: University of Minnesota, unpublished, June 1972), 14 pp.

probably lies ahead in the organization and administration of university libraries.

The Association of Research Libraries, through its Office of University Library Management, has developed the Management Review and Analysis Program (MRAP) which "assists libraries in reviewing and analyzing their current management policies and practices, and provides guidelines for the application of contemporary principles of management for the improvement of library programs."[1] It does not advocate any particular style of management or any universal solutions to problems. It was designed to develop staff understanding of the problems facing the library and to provide the mechanism for making formal assessments of the importance of the problems. It promotes a free exchange of ideas, an increased flow of communication, increased staff awareness and participation and the creation of an environment for change. Consequently, an "informed and active staff becomes a positive asset if the program is to secure important changes in relationships, the exercise of power, the management of programs and the process of decision making."[2]

University libraries participating in the pilot test of MRAP were Purdue, Iowa State and Tennessee. Some of the

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[1]Duane E. Webster, "The Management Review and Analysis Program: An Assisted Self-Study to Secure Constructive Change in the Management of Research Libraries," College and Research Libraries, XXXV (March 1974), p. 114.

[2]Ibid., p. 123.

other university libraries participating in this program are: University of Washington, Rutgers, Boston University, Case Western Reserve, University of Connecticut, Washington State University, Maryland, Rochester and Missouri.[1]

The decision of the University of Tennessee Library to undertake MRAP was a part of an ongoing program planning and implementation effort at the Library. Four factors contributed to the above decision: (1) The time appeared right for a comprehensive systematic analysis of the Library. (2) The Library lacked the human resources to develop the methodology for such a major program. (3) MRAP was less expensive than the programs undertaken by the libraries at Cornell and Columbia. (4) MRAP would have a high level of acceptance by the Library faculty and staff and the university administration because of the reputation of the Association of Research Libraries.[2]

An evaluation of MRAP at Tennessee identified the library management style as consultative. The ultimate responsibility for the management of the library belongs to the Director. Abel concluded, therefore, that "True participatory management or formulation of policy by staff is

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[1]Webster, "The Management Review," pp. 124-125.

[2]Richard W. Boss, "Commitment to Future Change and Development," Southeastern Librarian, XXIV (Fall 1974), p. 39.

therefore impossible."[1] The basic elements of the Library's management style were: "(1) Substantial disclosure of information; (2) Opportunity for input from staff, students, faculty, and others and (3) The responsibility of the Director to make the final decisions."[2] The improvement of communications has received more time and attention than any other issue.

Some of the benefits derived from MRAP were better staff morale, improved communications, better decisions, improvements due to reorganization, more receptiveness to change, the discovery and utilization of staff talents, and increased involvement of staff in decision-making.

Some of the shortcomings or disappointments of MRAP as described by Director Boss included: substantially higher costs than had been anticipated; less impact on staff than had been anticipated (many staff members were hardly aware of MRAP); and the lack of emphasis on service. Most of the issues identified were "concerned with conditions for the staff, including organization, supervisors' management style, staff development opportunities, etc."[3] The various committee activities were very time consuming and it is very doubtful that staff performance has improved.

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[1]Gene M. Abel, "New Management Efforts," Southeastern Librarian, XXIV (Fall 1974), pp. 34-35.

[2]Ibid., p. 35.

[3]Boss, "Commitment to Future Change," p. 40.

The specific recommendations for change and improvement by MRAP are listed in the "Evaluation of the University of Tennessee/Knoxville Library."[1]

The library literature contains an abundance of articles and news items of interest on the subject of participative management. Most of the articles were written to expound the author's philosophy on the subject with little or no true research to support his position. The news items reported activities and/or accomplishments in individual situations.

In 1970 the University of Louisville library faculty members elected a committee to search for and select a candidate for the position of Director of Libraries. The candidate was recommended to the university administration and was appointed Director by the administration.[2]

In 1971 Berman deplored the inability of boards and committees to enact change or create policies that would effectively influence decision-making. He felt that it is too much to expect libraries to immediately undergo complete

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[1]"Evaluation of the University of Tennessee Library/ Knoxville Library" (Knoxville, Tenn.: University of Tennessee Library, 1973), 140 pp.

[2]Louise Galloway, "Academic Librarians Participate in the Selection of a Director of Libraries," College and Research Libraries, XXXIII (May 1972), pp. 220-227.

democratization, but that librarians must begin devising participative models for real power-sharing.[1]

Participative management and unionization have presented opportunities for a greater role in the decision-making process by librarians. However, there are differences of opinion as to whether they are compatible or not. De Gennaro expressed the opinion that the two are basically incompatible. In his opinion, the two ideas will inevitably clash and whatever the choice "the disadvantages of unionism are sometimes underestimated while the promises of participative management are frequently exaggeraged."[2] Grundt expressed the need for impartial research to determine the effects of collective bargaining on participative management in libraries, but felt that the two are not mutually exclusive.[3] He pointed out that with the advent of unions on college campuses, staff involvement in decision-making now exists where it did not previously. Mleynek, in his article on the Librarians' Guild in Los Angeles, advocated professional unions to accomplish greater staff participation and in "seeking to build a profession which is responsible to

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[1]Sanford Berman, "Let It All Hang Out," Library Journal, XCVI (June 15, 1971), p. 2056.

[2]Richard De Gennaro, "Participative Management or Unionization?", College and Research Libraries, XXXIII (May 1972), p. 174.

[3]Leonard Grundt, "Letter to the Editor," College and Research Libraries, XXXIII (November 1972), p. 485.

the public it serves and a profession which serves the public with its total capabilities."[1]

The University of Houston Libraries formed a Library Staff Association in 1972 and established various committees for the increased participation in decision-making and library management. Perhaps the most important accomplishment was the establishment of a regular procedure for annual staff evaluation of employee performance. The Law Library added a peer evaluation system in addition to the formal supervisory evaluation.[2]

Librarians at the University of California, Berkeley, formed a Library Union Caucus to pressure the library administration for greater gains in participative management.[3]

In their significant article on the changing role of directors of university libraries McAnally and Downs noted the emergence of new management theories in libraries. These are characterized by:

> The growing involvement of people in organizational decision-making, loosening of the traditional hierarchical structure, what might be called creative tensions, growing complexity, constant change, and

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[1]Darryl Mleynek, "Professional Unions," California Librarian, XXXI (April 1970), p. 118.

[2]Stephen R. Salmon, "Changes in Personnel Policy" (Houston, Texas: University of Houston Libraries, Annual Report, 1971-72 and 1972-73), pp. 84-85.

[3]"Participative Management Becomes Library Goal," Library Journal, XCVII (November 15, 1972), p. 3665.

> open endedness. Leadership is with a soft voice and at a low key. Motivation and morale are stressed.[1]

They identified three principal management styles: (1) Business management plan, examples of which are to be found at Cornell, Columbia, UCLA and Harvard; (2) Unionization, to be found at California (Berkeley), Chicago and City University of New York; (3) Academic management, for example at Illinois, Oklahoma, Minnesota, Miami, Ohio State and Kentucky.[2]

Lynch observed that the prevailing attitude in library literature is that if librarians are not involved in the decision-making of libraries, the library is bureaucratic and that a bureaucratic library is perceived as being undesirable. She did not have the answers as to what form library governance should take, but expressed impatience with the attitude "that there is one best way to organize a library."[3] She believed that librarians must study variations among libraries, identify factors contributing to effective performance and study libraries in a systematic and objective way.

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[1]Arthur M. McAnally and Robert B. Downs, "The Changing Role of Directors of University Libraries," College and Research Libraries, XXXIV (March 1973), pp. 107-108.

[2]Ibid., pp. 120-121.

[3]Lynch, "Organizational Structure and the Academic Library," p. 206.

Plate and Stone reported on two studies concerning factors affecting librarians' job satisfaction as related to motivation. Job satisfaction was "considered within the framework of Maslow's 'hierarchy of needs' and Herzberg's 'motivation-hygiene theory.'"[1] They concluded that Herzberg's generalizations about "satisfiers and dissatisfiers" would apply to librarians with as much force as to other occupations. "Motivation comes only from within the individual, and all managers can do is create the environment and the job in which . . . self-actualization is facilitated."[2]

Vaughn and Dunn conducted a study of job satisfaction in six university libraries and found that: (1) Managerial performance has a causal influence upon employee satisfaction and employee productivity; (2) The influence of employee productivity upon organizational effectiveness is direct; and (3) The impact of employee satisfaction upon organizational effectiveness is not so clear.[3]

Science librarians in the University of Guelph Library, Guelph, Ontario, Canada, have used the committee

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[1]Kenneth H. Plate and Elizabeth W. Stone, "Factors Affecting Librarian's Job Satisfaction: A Report of Two Studies," The Library Quarterly, XLIV (April 1974), p. 97.

[2]Ibid., p. 109.

[3]William J. Vaughn and J. D. Dunn, "A Study of Job Satisfaction in Six University Libraries," College and Research Libraries, XXXV (May 1974), p. 175.

and task force structure effectively in consultative type library management.[1]

A series of brief articles was written by various staff members of the University of Tennessee/Knoxville Library to describe their experiences with the MRAP.[2]

Axford expressed concern that university libraries are over-supervised and over-administered and are becoming more so as time progresses.[3] He attacked the MRAP as consuming entirely too much time of the best and most expensive staff members with too little evidence of returns in staff performance. He viewed it as a "vehicle for enhancing the library's status within the administrative pecking order, with those responsible for the programming assuming that progress in this direction will automatically produce significant benefits for the user community."[4]

Peterson is writing his dissertation on the use of committees in the governance of university libraries. He is

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[1]Margaret Beckman and Nancy Ann Brown, "The Role of the Librarian in Management," Special Libraries, LXVI (January 1975), pp. 19-26.

[2]See the following: George W. Shipman, "UKT's Approach to and Implementation of the MRAP"; W. Robert Scandlyn, "Management Patterns"; Keith M. Cottam, "Organization"; Olive H. Branch, "Staff Development"; Mary Jane Sharp, "Library Reorganization"; and Eleanor L. Dempster, "Staff Development Program," Southeastern Librarian, XXIV (Fall 1974), pp. 24-38.

[3]H. William Axford, "M.A.S.H. as a Model for Academic Libraries" (unpublished paper dated 1974), p. 1.

[4]Ibid., p. 10.

using the case study method of research to investigate the roles, functions, advantages and disadvantages of committees in a limited number of selected ARL member libraries.[1]

Morein is writing his dissertation on library managers' philosophies of management and the effect of these philosophies on subordinates' job satisfaction. His objective is to determine if a direct relationship exists between the manager's expressed attitude toward his employees' ability and these employees' perception of the manner in which he utilizes their abilities.[2]

Regardless of the formal organizational structure and the management style of an organization, the informal organization will influence the effectiveness of both. Informal organization refers to those interpersonal relations in an organization that affect decisions in it but are omitted from the official scheme. Simon stated that "It would probably be fair to say that no formal organization will operate effectively without an accompanying informal

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[1]Fred Peterson, The Use of Committees in the Governance of Selected American University Libraries (unpublished Ph.D. dissertation in progress for the Indiana University, 1975).

[2]Grady Morein, An Analysis of Library Managers' Philosophies of Management and the Effect of These Philosophies on Subordinates' Job Satisfaction (unpublished Ph.D. dissertation in progress for the Louisiana State University, 1975).

organization."[1] Weissenberg noted the importance of the informal organization and that its recognition began with the Human Relations School.[2] Gross gave lengthy consideration to the importance of informal structure.[3] Little is known about the nature, function and importance of the informal organization in university libraries. This study will elicit administrative and staff opinions concerning the influence of the informal organization upon the formal organization in libraries.

Summary

The findings of the research in the literature review may be summarized as follows. Management studies in business, industry and libraries indicate that increased staff participation in decision-making contributes to greater job satisfaction and improved staff morale. It improves communication, provides greater staff input into major policy decisions, promotes greater acceptance of change and broadens the staff's knowledge of the organization's goals, objectives and operating procedures. Scientific evidence

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[1]Herbert A. Simon, Administrative Behavior (New York: The Macmillan Company, 1961), p. 148.

[2]Peter Weissenberg, Introduction to Organizational Behavior, p. 99.

[3]Bertram Gross, The Managing of Organizations, Vol. 1 (New York: The Free Press of Glencoe, 1964), pp. 388-409.

indicates that under certain conditions consultative and participative management result in increased performance and productivity but under other conditions no increase is observed.

Currently there is a trend toward a faculty type governance with greater professional staff participation in decision-making in university libraries. Bureaucratic management in libraries is perceived as being inadequate and undesirable. The evidence indicated that there is no "one best way" to organize and manage university libraries. It pointed out the need for systematic and objective study to identify factors contributing to effective organizational structure and performance.

CHAPTER III

RESEARCH METHODOLOGY AND PROCEDURES

Chapter III will outline and discuss the research methodology and procedures utilized in the selection of the population and samples, the development and testing of the survey instrument, the administration of the survey instrument to the samples for the collection of data and the statistical program used to analyze the data. The chapter is organized by: (1) Methodology; (2) Population and Samples; (3) Survey Instrument and Data Collection; and (4) Analysis of Data.

Methodology

The purpose of this study was to collect data on the practices and perceptions of professional staff participation in the decision-making process in selected ASERL university libraries. Of particular interest was the perceived degree and quality of such staff participation. The researcher also wanted to compare the perceptions of library directors and rank-and-file professional staff members and to determine the effect of such variables as age, race, sex, education, professional experience, A.L.A. membership, etc., upon their perceptions.

This study is classified as the descriptive survey method and the direct mail, self-administered questionnaire was used to collect the data. It made possible a wider and more representative distribution of samples; the cost per questionnaire was relatively low; it did not introduce an interviewer bias; it was less time consuming for the researcher and respondents than interviews would have been; and it permitted the respondents to remain anonymous. It produced a maximum of data with an allowable amount of investment of time, money and effort by the researcher.

The development of the survey instrument followed consultation with the researcher's Committee, consultation with management professors and a research specialist, a study of related literature and the selection of the population. One questionnaire was prepared to be administered to both university library directors and rank-and-file professional staff members. It was designed to secure biographical and attitudinal data on both samples of librarians.[1] Most of the questions in the survey instrument were "closed" with three or five possible answers. Except for the biographical questions, there were no right or wrong answers. The professional staff members of the Mississippi State University and the University of Mississippi Libraries were used to pretest the questionnaire.

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[1]A copy of the questionnaire is included in both Appendix A and Appendix B.

A statistical analysis of the pretest data was made by the Educational Research Center of Mississippi State University. The same center was used to analyze the research data.

Population and Samples

The population to be surveyed was selected by the researcher after consultation with his Dissertation Committee. Some of the factors considered in the selection of the population included: the geographical location and distribution of the university libraries; the size of the libraries; whether the libraries were privately or publicly supported; the homogenity of library programs and staffs; and a personal acquaintance of the researcher with most of the library directors in the population (a factor that contributed to a higher degree of cooperation and participation than could have been expected otherwise).

The university libraries included in the population were those that are members of the Association of Southeastern Research Libraries (ASERL).[1] Membership in the Association is based upon criteria established by the Association. Mississippi State University and the University of Mississippi were not included in the survey data. Three other eligible institutions were excluded due to the

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[1]The list of eligible institutions appears on page 4 of this study.

submission of incomplete and/or selected listing of professional personnel.

Table 1 lists the ASERL university libraries included in the survey, the number of directors surveyed, the number of rank-and-file professional staff members reported from each library and the number of professional staff members surveyed from each library.

Library directors only (the chief administrative officer of each library, regardless of formal title) were selected to represent the library administration. Twenty-four directors were surveyed. The assistant and associate directors were not surveyed with the directors. These positions were not always identified by the directors as they submitted the names and positions of professional staff members and, too, some libraries did not have such positions.

The Director of each library surveyed was asked to submit a complete list of the professional staff members of his library. Professional staff was defined as those staff members who, because of professional qualifications and duties performed were classified as professional by the Director of the library. The assumption was that the classification followed closely the standards adopted by the American Library Association and included staff members other than professionally qualified librarians. The lists of professional staff members submitted by the Directors

TABLE 1

ASERL UNIVERSITY LIBRARIES SURVEYED

University Library	Directors Surveyed	Reported No. of Rank-and-File Professional Staff Members	Percent of Total Staff Members	Professional Staff Members Surveyed
Alabama	1	27	3.44	8
Auburn	1	26	3.31	8
Clemson	1	15	1.91	5
Duke	1	60	7.64	19
Emory	1	24	3.05	8
Florida	1	73	9.29	23
Florida State	1	0	0	0
Georgia	1	69	8.78	22
Georgia State	1	21	2.67	7
Georgia Tech	1	27	3.44	8
Joint University Libraries	1	46	5.85	14
Kentucky	1	50	6.36	16
Louisiana State	1	41	5.22	13
Louisville	1	22	2.80	7
Miami	1	31	3.94	10
North Carolina	1	0	0	0
North Carolina State	1	23	2.92	7
South Carolina	1	44	5.60	15
South Florida	1	0	0	0
Tennessee	1	50	6.36	16
Tulane	1	25	3.18	8
Virginia	1	56	7.13	18
VPI	1	43	5.47	14
Wake Forest	1	12	1.52	4
Total	24	785	99.88	250

constituted the population from which the survey sample was selected, using the proportional sampling method.[1] This method assured that each library would be represented in the sample in proportion to the population number for each library.

The total reported population of professional staff members numbered 785 (not including the three institutions dropped due to incomplete lists).[2] From the lists submitted, an alphabetical card file identifying each individual and his/her institution was compiled for each institution. Each card file was then shuffled and the appropriate number of individuals from each institution was selected by drawing every third card. A total sample of 250 professional staff members to be surveyed was selected in this manner.

Survey Instrument

The related literature was searched and management and library science professors were consulted to determine if a survey instrument appropriate for this study had already been prepared and tested. However, no satisfactory questionnaires were identified or located and the researcher

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[1]Maurice G. Kendall and William R. Buckland, A Dictionary of Statistical Terms (New York: Hafner Publishing Company, Inc., 1971), p. 120.

[2]The institutions dropped were Florida State, North Carolina and South Florida.

in consultation with his Dissertation Committee members developed the questionnaire used in this study. The Likert survey instrument used by Marchant and Stewart and the questionnaire used by James F. Wyatt[1] in their dissertation studies proved to be helpful during the development of the questionnaire.

The questionnaire was developed in two sections: I. Biographical Data, and II. Practices and Perceptions Measurement Statements. (See Appendix A.) Section I included items concerning tenure of service at institution, years of professional experience, age, race, sex, marital status, highest earned degree, professional memberships and professional association activities of the respondents. Section II contained thirty-four statements about current practices or respondent perceptions of library organization, management style and professional staff participation in decision-making. Respondents were asked in Question 35 to make comments that would contribute to the study. Many of the comments about library management were most informative and have been included in Appendix C.

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[1]James F. Wyatt, A Study of the Attitudes of Academic Librarians, Library Directors and Academic Deans in Colleges and Universities of Eight Southeastern States Toward Union Organization and Collective Bargaining for Academic Librarians (unpublished Ph.D. dissertation, Florida State University, 1973).

The five-place Likert type scale of response (strongly agree, agree, no opinion, disagree, strongly disagree, with point values of one to five) was used in Section II for twelve statements. A response of (MIN) 1, 2, 3, 4, 5 (MAX) was used to measure respondents' perceptions concerning eighteen statements. Three statements provided a choice of five responses such as never, seldom, regularly, almost always, always. One statement provided only three response choices. This style of response permitted a point assignment of one to five (or in one case three) for each response. The questionnaire was so constructed that the directionality of the questions varied. Hence, a low score on one question represented a highly favorable attitude toward participative management, whereas, a low score on another question represented a highly unfavorable attitude toward participative management. For purposes of computation, the computer reversed the low scores that were favorable toward participative management so that the higher the respondent or group score, the more favorable the attitude toward participative management and the lower the score, the more unfavorable the attitude toward participative management.

After the questionnaire was developed, it was pretested for clarity and reliability on the professional library staff members at Mississippi State University and the University of Mississippi. Necessary changes and

corrections were made before the questionnaire was printed on two, eight and one-half inch by eleven inch sheets.

A machine scorable answer sheet prepared for the Office of Institutional Research at Mississippi State University was adapted for use with the questionnaire. (Copies of the answer sheet are included in Appendix A and Appendix B.) An IBM Model 1230 machine was used to score the completed answer sheets and punch the data cards. The data were then analyzed on the University's UNIVAC 1100 computer using a Statistical Package for the Social Sciences.

Analysis of Data

An analysis of variance test was run on the data to compare the difference between the response means of the two groups of respondents by items and by such independent variables as age, race, sex, professional experience, formal education, professional association membership, professional activity and tenure in present position. Since analysis of the survey instrument in the pilot study had indicated that subscores composed of sums by item responses had internal validity, it was decided to utilize the "Student-t" test for data analysis. This test has high resolution power to test the difference between the means of two groups, especially when one sample group contains a small number of respondents.

The directors' group contained twenty-two respondents and in several tests the number was much smaller. The two groups were completely independent. There was no way that one member could belong to both groups. The one way analysis of variance was used.

The t distribution differs from the normal curve in that there is a slightly higher probability of getting significant values.[1] The shape of the t distribution varies with the number of degrees of freedom and as the sample size increases, the t approaches the normal distribution. The "chi square" distribution is a function of sample size and is sharply skewed to the right for small samples.

Chi-square and the F test were considered for this study but were rejected as not being appropriate statistical measures. The statistical procedures used in this study compared as many as four respondent groups, but only two at the time. The relationships were linear.

Correlations were run on the thirty-four items to form the basis for the factor analysis matrices. The researcher had grouped the items into three major groupings according to the threefold problem statement, but as a result of the factor analysis two major factors evolved for

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[1]John E. Freund, Modern Elementary Statistics, 3rd ed. (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1967), p. 225.

the libarians' group and the combined groups. Ten factors were identified for the directors' group but this wide spread can be attributed to the small number of respondents.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

The data for this study were obtained by the submission of questionnaires to the directors and a sample of the professional staff members of twenty-four ASERL academic libraries. These data were collected during the period of December 1974 to March 1975 and analyzed during April and May 1975. Every person included in the survey was assured complete anonymity and no one has been identified in any way in the study. However, the questionnaires were coded to facilitate the follow-up contacts to assure an acceptable level of response. Selected comments made by the respondents have been quoted anonymously in Appendix C because of the valuable additional information contained in them.

Personal and demographic variables influence the responses of individuals in different situations. It was felt that such variables as those listed in Section I of the questionnaire would be significant factors in the response of librarians to university library management styles and practices. This study was designed to be exploratory in nature so as to determine some of the relationships

of the selected independent variables that would indicate response. Such information should facilitate the selection of an appropriate management style by library administrators. The variability of the data, within-groups responses and between-groups responses are presented in the following tables.

Table 2 contains a listing by institution of the directors responding, the number of professional staff members surveyed and the number of professional staff members responding. Of the twenty-four directors surveyed, twenty-two usable returns were received. One acting director returned the questionnaire unanswered and one director did not respond, giving a 96 percent total response and a 91.7 percent usable response. Of the 250 professional staff members surveyed, 192 usable responses were received in time to be included in the study. Eight questionnaires were returned unanswered for various reasons. These returns yielded a total response of 80 percent and a usable response of 76.8 percent. Two questionnaires were received too late to be included in the data analysis.

The high response of 96 percent of all directors in the target population indicated a strong interest in the subject being studied and the responses should be truly representative of the population. Phone calls were made to those directors who did not respond within three weeks after receipt of the questionnaire.

TABLE 2

RESPONSE FROM DIRECTORS AND PROFESSIONAL STAFF MEMBERS SURVEYED

University Library	Directors Responding	Rank-and-File Professional Staff Members Surveyed	Rank-and-File Professional Staff Members Responding
Alabama	1	8	6
Auburn	1	8	8
Clemson	1	5	4
Duke	1	19	17
Emory	1	8	8
Florida	1	23	19
Florida State	1	0[b]	0[b]
Georgia	1	22	18
Georgia State	0[a]	7	7
Georgia Tech	1	8	7
Joint University Libraries	1	14	10
Kentucky	1	16	15
Louisiana State	1	13	10
Louisville	1	7	6
Miami	1	10	7
North Carolina	0	0[b]	0[b]
North Carolina State	1	7	5
South Carolina	1	15	11
South Florida	1	0[b]	0[b]
Tennessee	1	16	14
Tulane	1	8	5
Virginia	1	18	12
VPI	1	14	8
Wake Forest	1	4	3
Total	22[c]	250	200[d]

[a]The Acting Director responded but did not fill out questionnaire.

[b]These were not surveyed due to incomplete list of staff members supplied by the Director.

[c]96% of total responses; 91.7% usable responses.

[d]80% of total responses; 76.8% usable responses.

Also, the response of 80 percent from the professional staff members indicated a strong interest in the study. Many requested a report on the findings of the study. A follow-up letter was mailed to the non-respondents two and one-half weeks after the questionnaire was mailed, at which time 58 percent of the responses had been received. The 192 usable responses represent 76.8 percent of the sample and 24.4 percent of the total reported population. This response should be large and representative enough of the population to reflect the attitudes and perceptions of the population without significant bias.

Although the goal of 90 to 100 percent returns is desirable, studies indicate that it is not achieved in most surveys. Good reported that

> the mean percentages . . . of questionnaire returns from a large number of survey investigations were as follows: 170 master's theses at Indiana State Teachers College, 72 percent; 204 doctoral dissertations at Teachers College, Columbia University, 71 percent; and 59 research studies reported in the Journal of Educational Research, 81 percent.[1]

Consequently, the 96 percent and 80 percent responses from the two groups in this study appear to be high and quite adequate when compared to Good's findings.

An item-by-item and factor analysis of the data will be presented in tabular form and will be accompanied by a discussion of the data in each table. The number of

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[1]Carter V. Good, Introduction to Educational Research, 2nd ed. (New York: Appleton-Century-Croft, 1963), p. 283.

responses in individual tables will differ from the total number of responses due to no-responses on certain items. Calculations were rounded to the nearest whole number and values for significance were carried out to two decimal points. The .05 level of significance was utilized for all analyses.

Analysis of the Data

The null hypothesis was not used in this study, rather a threefold problem statement was used. The statement was: (1) To examine the formal organizational structures for professional staff participation in the decision-making process in selected university libraries; (2) To determine the degree and quality of professional staff participation in decision-making; and (3) To determine the perceived effectiveness of professional staff participation in the decision-making process in university libraries from the respective positions of both library directors and rank-and-file professional staff members. The thirty-four items in Part II of the questionnaire were divided into three groups according to their relationship to the parts of the problem statement and the groups have been labeled "Factors A, B and C." Thus, Factor A relates to formal organizational structure for staff participation in decision-making, Factor B relates to the degree and quality of staff participation in decision-making and Factor C related to

perceived effectiveness of staff participation in decision-making.

By using the above groupings of the data, the Alpha Coefficients were computed to test the internal consistency of the questionnaire and to determine how well the sub-groups were "holding together." The Alpha Coefficients, described by Veldman[1] as being equivalent to the Kuder-Richardson Formula 20, determined how well the items inter-related within the subscales. Alpha Coefficients for the subscales ranged from .64 to .73 with a total coefficient of .86 for the entire instrument. These data appear to indicate that the items within subscales relate relatively closely to each other. Hence, a computation of subscores appeared justified. The existence of related subscores for two of these scales was later substantiated with the factor analysis model.

Table 3 lists the Alpha scores for each factor, the number of items included in each factor and the total Alpha score for all factors combined. Each factor Alpha score reached the significantly reliable level and the total Alpha score of .86 approached the strong reliability level of .90. The total score was higher than any of the sub-scores because of the larger number of items in the total group.

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[1]Donald J. Veldman, Fortran Programming for the Behavioral Sciences. (New York: Holt, Rinehart and Winston, 1967), p. 173.

TABLE 3

ALPHA COEFFICIENT SCORES BY FACTORS

Factors	A	B	C	Total
Alpha Score	.64	.73	.71	.86
Items	16	13	5	34

Table 4 shows the distribution of items by factors and the mean score for each item. (The reader is referred to Appendix A for the listing of items as they appeared on the questionnaire.) Factor A contained sixteen items, Factor B contained thirteen items and Factor C contained five items. The five items with a mean score above 4.00, out of a possible 5.00, are items 1, 2, 20, 28 and 30 with respective scores of 4.30, 4.02, 4.18, 4.12 and 4.10. These high mean scores reflect a strong positive attitude of a large group of respondents toward participative management as represented by the five statements. Items 28 and 30 relate to organizational structure, items 1 and 20 relate to degree and quality of participation and item 2 relates to the perceived effectiveness of staff participation. Items 25, 31 and 33 reflect the most unfavorable responses toward participative management, although item 16 had a lower mean score. The low score of 1.67 for item 16 was due to the three-choice response for the item. The item 25 mean score

TABLE 4

PROJECTED DISTRIBUTION OF ITEMS ON QUESTIONNAIRE AS RELATED TO SUBSCALES WITH ACCOMPANYING MEAN SCORES*

Factor A	Factor B	Factor C	Mean
Organizational Structure	Degree and Quality of Participation	Effectiveness of Participation	Scores
-	1	-	4.30
-	-	2	4.02
-	-	3	2.92
4	-	-	3.83
-	5	-	3.09
-	6	-	2.76
-	-	7	2.92
8	-	-	3.12
-	9	-	3.40
10	-	-	2.71
11	-	-	3.23
-	12	-	3.21
-	13	-	2.83
-	-	14	2.92
-	15	-	2.44
-	-	16	1.63
17	-	-	2.71
18	-	-	3.16
-	19	-	3.21
-	20	-	4.18
21	-	-	2.62
22	-	-	3.95
23	-	-	2.91
24	-	-	3.44
25	-	-	2.04
26	-	-	3.30
27	-	-	2.56
28	-	-	4.12
29	-	-	2.72
30	-	-	4.10
-	31	-	2.38
-	32	-	3.46
-	33	-	2.35
-	34	-	3.76

*Note. Items identified here by number can be observed on the questionnaire in Appendix A.

(2.04) indicates that little true participative management is being practiced in the university libraries. The mean score of 2.38 for item 31 indicates that most library committee members are appointed by top library administrators rather than being elected by their fellow librarians. The response to item 33 reflects the attitude that professional staff members do not see themselves as being significantly involved in such activities as peer evaluation and review, program planning, staff development and budgeting. The response to item 16 reflects the opinion that staff participation in decision-making is rather ineffective.

Table 5 indicates the variability of the data by presenting the lowest and highest possible scores, the mean scores and the range, grouped according to Factors A, B, C and total scores. The lowest possible score is 34 and the highest is 168, thus yielding a range of 134. The mean score is 101.

TABLE 5

POSSIBLE SCORES GROUPED BY FACTORS

Factors	A	B	C	Total
Lowest	16	13	5	34
Highest	80	65	23	168
Mean	48	39	14	101
Range	64	52	18	134

As one can see in Table 6, the mean response scores for each factor and for all factors combined are higher than the mean scores. The two scores by groups are: Factor A, mean 48, response mean 50.53; Factor B, mean 39, response mean 41.36; Factor C, mean 14, response mean 14.40; and total, mean 101, response mean 106.30.

TABLE 6

MEAN RESPONSE SCORES BY FACTORS

Factors	A	B	C	Total
Means	50.53	41.36	14.40	106.30
Items	16	13	5	34

Table 7 presents the choice distribution of the total responses by percentage for each item. Ten of the items had one "no response," six items had two, four items had three, two items had four and one item had seven. One of the items, number 13, stated, "Committee recommendations are accepted and implemented by top library administrators." Item 27 which received seven "no responses" stated that "In my library competent librarians not in administrative positions receive promotions and salary increases comparable to those in administrative positions."

In this table (Table 7) the directionality of the statements has not been changed. Seven of the items

TABLE 7

CHOICE DISTRIBUTION OF TOTAL RESPONSES BY PERCENTAGES

Item	No Response	1	2	3	4	5
1	0	50	41	2	5	2
2	1	32	51	8	7	1
3	0	10	34	9	34	14
4	1	25	52	8	11	3
5	0	14	41	4	25	16
6	0	10	27	11	36	17
7	1	11	30	15	31	12
8	0	16	34	7	31	12
9	0	7	26	8	36	22
10	1	12	37	17	29	4
11	0	18	38	7	23	13
12	0	2	26	33	25	14
13	4	1	32	35	26	2
14	0	8	37	11	28	16
15	1	25	24	31	15	3
16	2	40	51	7	0	0
17	3	21	20	28	14	14
18	4	12	10	30	23	20
19	2	13	17	22	21	25
20	2	2	2	13	31	50
21	1	26	17	31	16	9
22	1	3	3	19	36	36
23	2	21	14	25	15	22
24	2	31	18	29	11	9
25	1	45	21	19	7	6
26	2	11	12	29	21	25
27	7	25	16	25	13	14
28	3	1	3	17	25	50
29	1	27	18	21	16	16
30	1	5	3	16	25	50
31	0	38	14	29	8	11
32	0	8	5	38	27	21
33	3	32	21	21	16	7
34	3	3	4	26	34	31

received a 50 percent, or higher, response to one of the response choices. For item one, 50 percent strongly agreed and 41 percent agreed that "genuine involvement of professional staff members in such matters as peer evaluation, staff development, planning, budgeting and program planning results in increased staff satisfaction." But, in item 33, 32 percent stated that such involvement is practiced at a minimum in their library. In response to item two, 83 percent strongly agreed or agreed that such meaningful involvement results in increased staff performance. Fifty-two percent agreed, while 25 percent strongly agreed, that the most effective organizational structure for staff involvement is one that "provides a pattern of committees, task forces, councils, etc., for staff members in all ranks and across departmental and/or subject areas." Fifty-one percent described staff participation in decision-making in their library as effective, whereas 40 percent described it as ineffective. Fifty percent of the respondents stated that administrators should practice at a maximum level the policy of seeking "as much input as is reasonably possible before making decisions on library policies and practices, but the final decision should be that of the administrator." The management style thus described is consultative rather than true participatory. The responses concerning the practice of this style of management are rather evenly distributed from minimum to maximum. Items 28 and 30 which relate to

comparable salaries and promotions for non-administrators and faculty-type governance for libraries received a score of five (maximum) from 50 percent of the respondents. The item (26) relating to the desirability of participative management received a score of five (maximum) from 25 percent. This is a most interesting result in view of the many current articles promoting participative management. Forty-five percent reported that participative management (item 25) is practiced at a minimum level in their library.

In item 21, 26 percent of the respondents gave their library a score of one (minimum) and 31 percent scored it three on library committee activities providing "significant leadership opportunities for competent librarians who do not hold administrative positions in the organizational structure." Whereas, in item 22, 72 percent indicated that they thought such opportunities were at the near maximum (score 4) or maximum level (score 5). Thus, we see that there is a vast difference between what is actually being practiced and what respondents think should be done.

For the statement "members of committees should be elected by their fellow librarians rather than being appointed by the top library administrators," (item 31) 38 percent scored their library at the one (minimum) level of practice and 14 percent at the two (near minimum) level of practice of this activity. In item 32, 48 percent scored the desired practice at the maximum or near maximum level.

Only 13 percent scored the desired practice at the minimum or near minimum level while 38 percent scored it at the middle level of practice.

Item 9, which expresses support for authoritarian-type management, received a response of thirty-three who agreed or strongly agreed with the statement, eight who expressed no opinion and fifty-eight who disagreed or strongly disagreed with the statement. Item 8, which could well be interpreted as supporting authoritarian-type management, received a response of 50 percent who agreed, 7 percent who expressed no opinion and 43 percent who disagreed with the statement. The statement is: "My library has adequate committees, task forces, councils and staff organizations for professional staff members to make contributions to decisions that affect them."

In response to the statement that "membership of committees, task forces, councils, etc., should be by administrative appointment and/or position only," 35 percent said that this is practiced at a minimum or near minimum level while only 37 percent stated that it is practiced at a near maximum to maximum level. Forty-nine percent agreed that the desired level of practice should be at the minimum or near minimum level while only 20 percent agreed that it should be practiced at the maximum or near maximum level. Again, the expressed opinions were that current practices are too authoritarian and that the desires are for more

staff participation. However, the responses appeared to support a consultative management style rather than participative management.

The opinions on the adequacy of existing management styles seem to be fairly evenly divided. Forty-four percent agreed that the existing management style in their library is effective and adequate to meet the many demands placed upon it while 48 percent disagreed and 9 percent expressed no opinion. This close division of opinion appears to be in conflict with some of the opinions expressed earlier.

The influence of the informal organization upon the formal organization within the library has been of considerable interest to this researcher. However, very little writing and research have been done on the subject. The responses to item 10 indicate that librarians perceive the influence to be significant.

Twelve percent strongly agreed and 37 percent agreed that "In my library the informal organization (interpersonal relationships other than formal working relationships, which will include the 'grapevine') significantly influence the operation of the formal organization." Seventeen percent expressed no opinion on the subject and 33 percent disagreed with the statement. Further research on this subject could make a valuable contribution to library management.

An analysis of the data for library directors by type of institution and by Factors A, B and C is presented in

Table 8. The respondent group was composed of seventeen directors from public institutions and five directors from private institutions. No distinction was made among institutions by size of collection, enrollment or size of staff. Both the means and standard deviation indicate a significant variability of response between the two groups in all three factor categories. The t values exceeded the .05

TABLE 8

T TEST FOR THE DIFFERENCE OF MEANS OF DIRECTORS BY TYPE OF INSTITUTION BY THREE MAJOR FACTORS

Factors	N.	Means	S.D.	T Value	.05 Sig. Level	Sig.
A						
1. Public	17	55.52	7.23	2.45	2.08	Sig.
2. Private	5	46.20	8.34			
B						
1. Public	17	46.58	4.01	2.27	2.08	Sig.
2. Private	5	40.80	7.79			
C						
1. Public	17	17.52	1.70	2.22	2.08	Sig.
2. Private	5	15.20	3.11			
Totals						
1. Public	17	119.64	10.59	2.71	2.08	Sig.
2. Private	5	102.20	18.75			

significance level for all factors and for the total scores. The greatest difference was for Factor A, which relates to formal structure for staff participation in decision-making.

In the data analysis for librarians in Table 9 there were 136 librarians from public institutions and 55 from private institutions. The means for the two groups were very close, with more variability appearing in the standard deviation for Factors A and B. The t values attained the significance level for Factor C only. Thus, the findings are mixed. It will be noted that the computed means are higher than the questionnaire mean score of 101.

TABLE 9

T TEST FOR THE DIFFERENCE OF MEANS OF LIBRARIANS BY TYPE OF INSTITUTION BY THREE MAJOR FACTORS

Factors	N.	Means	S.D.	T Value	.05 Sig. Level	Sig.
A						
1. Public	136	50.27	8.96	.23	1.96	N.S.
2. Private	55	49.96	6.54			
B						
1. Public	136	40.91	8.27	.12	1.96	N.S.
2. Private	55	40.76	6.65			
C						
1. Public	136	14.55	3.97	2.56	1.96	Sig.
2. Private	55	13.00	3.27			
Totals						
1. Public	136	105.74	19.12	.71	1.96	N.S.
2. Private	55	103.72	14.03			

When the data for the combined groups were analyzed in Table 10, the findings were near the same as those for the librarians. The difference between the means reached the significance level for only one factor, Factor C, which relates to the perceived effectiveness of professional staff participation in decision-making.

TABLE 10

T TEST FOR THE DIFFERENCE OF MEANS BY TYPE OF INSTITUTION FOR COMBINED GROUPS BY THREE MAJOR FACTORS

Factors	N.	Means	S.D.	T Value	.05 Sig. Level	Sig.
A						
1. Public	152	50.85	8.92	.95	1.96	N.S.
2. Private	60	49.65	6.70			
B						
1. Public	152	41.54	8.11	.66	1.96	N.S.
2. Private	60	40.76	6.67			
C						
1. Public	152	14.88	3.89	2.98	1.96	Sig.
2. Private	60	13.18	3.29			
Totals						
1. Public	152	107.28	18.86	1.37	1.96	N.S.
2. Private	60	103.60	14.29			

Thus, the data indicate that type of institution may be rejected as a factor in the response of librarians for Factors A and B but is accepted for librarians for Factor C and for directors for Factors A, B and C.

Tables 11, 12 and 13 present the analysis of the data for the difference between means for directors, librarians and the combined groups by tenure at one's institution. The length of tenure has been divided into three groups: Few, less than one year - nine years; Several, ten - nineteen years; and Many - twenty-five years or longer. Although the findings reveal only two significant t values in thirty - six scores, the tables were included here to show the remarkably

TABLE 11

T TEST FOR THE DIFFERENCE OF MEANS OF DIRECTORS BY TENURE AT PRESENT INSTITUTION BY THREE MAJOR FACTORS

Factors	Degrees of Freedom	T Value	.05 Sig. Level	Sig.
A				
1. Few/Several	19	2.59	2.09	Sig.
2. Few/Many	19	1.02	2.09	N.S.
3. Several/Many	19	1.52	2.09	N.S.
B				
1. Few/Several	19	1.00	2.09	N.S.
2. Few/Many	19	.24	2.09	N.S.
3. Several/Many	19	.69	2.09	N.S.
C				
1. Few/Several	19	.77	2.09	N.S.
2. Few/Many	19	.04	2.09	N.S.
3. Several/Many	19	.70	2.09	N.S.
Totals				
1. Few/Several	19	1.93	2.09	N.S.
2. Few/Many	19	.64	2.09	N.S.
3. Several/Many	19	1.22	2.09	N.S.

low scores in many cases when comparing each of the groups two at a time. For the directors' group the only significant t score was realized when comparing the "Few" group with the "Several" group for Factor A. This t score was 2.59 with nineteen degrees of freedom, thus exceeding the .05 significance level of 2.09. The next highest t score was 1.93, which occurred with the comparison of the same two groups in the total scores for directors. The lowest t score, .04, was computed when making the Few/Many

TABLE 12

T TEST FOR THE DIFFERENCE OF MEANS OF LIBRARIANS BY TENURE AT PRESENT INSTITUTION BY THREE MAJOR FACTORS

Factors	Degrees of Freedom	T Value	.05 Sig. Level	Sig.
A				
1. Few/Several	188	1.15	1.96	N.S.
2. Few/Many	188	1.35	1.96	N.S.
3. Several/Many	188	.39	1.96	N.S.
B				
1. Few/Several	188	1.13	1.96	N.S.
2. Few/Many	188	.90	1.96	N.S.
3. Several/Many	188	.02	1.96	N.S.
C				
1. Few/Several	188	1.25	1.96	N.S.
2. Few/Many	188	1.94	1.96	N.S.
3. Several/Many	188	.84	1.96	N.S.
Totals				
1. Few/Several	188	1.31	1.96	N.S.
2. Few/Many	188	1.45	1.96	N.S.
3. Several/Many	188	.37	1.96	N.S.

between-groups comparison for Factor C. Other low scores and their groups were: Factor B, Few/Many - .24; Factor C, Several/Many - .70; and Totals, Few/Many - .64. In the directors' group the respondents were distributed as follows: Few - fourteen; Several - three; and Many - five.

There were no significant t values in the twelve t scores computed for librarians by tenure (Table 12). The only value approaching the 1.96 significance level was the 1.94 score for the Factor C Few/Many comparison. Again,

TABLE 13

T TEST FOR THE DIFFERENCE OF MEANS OF COMBINED GROUPS BY TENURE AT PRESENT INSTITUTION BY THREE MAJOR FACTORS

Factors	Degrees of Freedom	T Value	.05 Sig. Level	Sig.
A				
1. Few/Several	210	.39	1.96	N.S.
2. Few/Many	210	1.10	1.96	N.S.
3. Several/Many	210	.67	1.96	N.S.
B				
1. Few/Several	210	.80	1.96	N.S.
2. Few/Many	210	1.03	1.96	N.S.
3. Several/Many	210	.32	1.96	N.S.
C				
1. Few/Several	210	.94	1.96	N.S.
2. Few/Many	210	2.14	1.96	Sig.
3. Several/Many	210	1.17	1.96	N.S.
Totals				
1. Few/Several	210	.73	1.96	N.S.
2. Few/Many	210	1.42	1.96	N.S.
3. Several/Many	210	.70	1.96	N.S.

there were three extremely low values of .02, .37 and .39. There were 188 degrees of freedom for the three between-groups comparisons. The distribution of responding librarians was as follows: Few - 128; Several - forty-one; and Many - twenty-two.

The analysis of the data for the differences between means of the combined groups by tenure (Table 13) revealed only one significant t, that is, for the Factor C, Few/Many comparison. No other t score approached the .05 significance level of 1.96. Thus, when one reviews the data analysis for tenure he concludes that tenure was hardly a factor in the response of directors or librarians.

Tables 14, 15 and 16 report the findings of the analysis of the data for directors, librarians and the combined groups by years of professional experience. The years of experience have been divided according to the three following groups: Few, less than one year - nine years; Several, ten - twenty-four years; and Many - twenty-five years or longer. The distribution of directors by experience was: Few - three; Several - nine; and Many - ten. Thus we see that three directors were reported as having nine, or less, years of experience.

With nineteen degrees of freedom and a significance level of 2.09, there was no significant difference between the means of any of the experience groups. The highest

TABLE 14

T TEST FOR THE DIFFERENCE OF MEANS OF DIRECTORS BY YEARS OF EXPERIENCE BY THREE MAJOR FACTORS

Factors	Degrees of Freedom	T Value	.05 Sig. Level	Sig.
A				
1. Few/Several	19	.30	2.09	N.S.
2. Few/Many	19	.00	2.09	N.S.
3. Several/Many	19	.43	2.09	N.S.
B				
1. Few/Several	19	.49	2.09	N.S.
2. Few/Many	19	.36	2.09	N.S.
3. Several/Many	19	.19	2.09	N.S.
C				
1. Few/Several	19	.86	2.09	N.S.
2. Few/Many	19	.65	2.09	N.S.
3. Several/Many	19	.31	2.09	N.S.
Totals				
1. Few/Several	19	.14	2.09	N.S.
2. Few/Many	19	.23	2.09	N.S.
3. Several/Many	19	.12	2.09	N.S.

t score was .86 for the Factor C, Few/Several comparison and the lowest was .00 for the Factor A, Few/Many comparison.

However, in the librarians' group, experience did become a factor in response. With 189 degrees of freedom and a .05 significance level of 1.96, five significant t scores were computed in Table 15. Significance was reached when comparing librarians with few years of experience with librarians with several years of experience for Factor B

TABLE 15

T TEST FOR THE DIFFERENCE OF MEANS OF LIBRARIANS BY YEARS OF EXPERIENCE BY THREE MAJOR FACTORS

Factors	Degrees of Freedom	T Value	.05 Sig. Level	Sig.
A				
1. Few/Several	189	1.21	1.96	N.S.
2. Few/Many	189	.70	1.96	N.S.
3. Several/Many	189	.66	1.96	N.S.
B				
1. Few/Several	189	2.51	1.96	Sig.
2. Few/Many	189	.85	1.96	N.S.
3. Several/Many	189	2.01	1.96	Sig.
C				
1. Few/Several	189	2.27	1.96	Sig.
2. Few/Many	189	.21	1.96	N.S.
3. Several/Many	189	2.40	1.96	Sig.
Totals				
1. Few/Several	189	2.16	1.96	Sig.
2. Few/Many	189	.75	1.96	N.S.
3. Several/Many	189	1.71	1.96	N.S.

(quality and degree of participation), Factor C (perceived effectiveness of participation) and total scores. Significance was also reached with the Several/Many comparisons for both Factors B and C. No significant difference in response among groups was detected regarding organizational structure, with the highest t value being only 1.21.

The test results for the combined groups by experience (Table 16) revealed essentially the same information as

TABLE 16

T TEST FOR THE DIFFERENCE OF MEANS OF COMBINED GROUPS BY YEARS OF EXPERIENCE BY THREE MAJOR FACTORS

Factors	Degrees of Freedom	T Value	.05 Sig. Level	Sig.
A				
1. Few/Several	211	1.42	1.96	N.S.
2. Few/Many	211	.75	1.96	N.S.
3. Several/Many	211	.85	1.96	N.S.
B				
1. Few/Several	211	2.53	1.96	Sig.
2. Few/Many	211	.93	1.96	N.S.
3. Several/Many	211	1.96	1.96	Sig.
C				
1. Few/Several	211	2.30	1.96	Sig.
2. Few/Many	211	.33	1.96	N.S.
3. Several/Many	211	2.34	1.96	Sig.
Totals				
1. Few/Several	211	2.27	1.96	Sig.
2. Few/Many	211	.83	1.96	N.S.
3. Several/Many	211	1.76	1.96	N.S.

those for the librarians' groups. Significant differences resulted with the same five comparisons. The responses were distributed as follows: Few - fifty; Several - sixty-six; and Many - ninety-eight. The results were mixed but experience did appear to be a limited factor in response.

The researcher anticipated that age would be a significant factor in the response of the two groups of librarians. The professional literature identifies newer

and younger librarians with the movement toward more participative management in libraries. However, the results of this study as revealed in Tables 17, 18 and 19 do not support this concept.

The data for library directors revealed that ten of the twelve tests attained the significance level. However, the number of respondents in two of the three groups was so small that the results are not reliable. The distribution

TABLE 17

T TEST FOR THE DIFFERENCE OF MEANS OF DIRECTORS BY AGE GROUPS BY THREE MAJOR FACTORS

Factors	Degrees of Freedom	T Value	.05 Sig. Level	Sig.
A				
1. Young/Middle	19	31.31	2.09	Sig.
2. Young/Older	19	12.41	2.09	Sig.
3. Middle/Older	19	2.49	2.09	Sig.
B				
1. Young/Middle	19	34.71	2.09	Sig.
2. Young/Older	19	15.58	2.09	Sig.
3. Middle/Older	19	1.12	2.09	N.S.
C				
1. Young/Middle	19	32.82	2.09	Sig.
2. Young/Older	19	13.94	2.09	Sig.
3. Middle/Older	19	1.77	2.09	N.S.
Totals				
1. Young/Middle	19	36.97	2.09	Sig.
2. Young/Older	19	15.56	2.09	Sig.
3. Middle/Older	19	2.13	2.09	Sig.

of directors was as follows: Young (thirty-four years or younger) - one; Middle (thirty-five - fifty-four years old) - seventeen; and Older (fifty-five or older) - four. Thus, we see that few young librarians are directors of major university libraries.

The test data detected almost no significant difference among responding librarians. The only significant t value occurred when comparing younger librarians with the

TABLE 18

T TEST FOR THE DIFFERENCE OF MEANS OF LIBRARIANS BY AGE GROUPS BY THREE MAJOR FACTORS

Factors	Degrees of Freedom	T Value	.05 Sig. Level	Sig.
A				
1. Young/Middle	188	.40	1.96	N.S.
2. Young/Older	188	.64	1.96	N.S.
3. Middle/Older	188	.32	1.96	N.S.
B				
1. Young/Middle	188	.84	1.96	N.S.
3. Young/Older	188	.75	1.96	N.S.
3. Middle/Older	188	.04	1.96	N.S.
C				
1. Young/Middle	188	2.01	1.96	Sig.
2. Young/Older	188	1.61	1.96	N.S.
3. Middle/Older	188	.09	1.96	N.S.
Totals				
1. Young/Middle	188	.99	1.96	N.S.
2. Young/Older	188	.98	1.96	N.S.
3. Middle/Older	188	.14	1.96	N.S.

middle (thirty-five - fifty-four) age group on the perceived effectiveness of staff participation in decision-making. The non-significant values ranged from a low of .04 for the Factor B, Middle/Older comparison to a high of 1.61 for the Factor C, Young/Older comparison. Following is the distribution of respondents: Young - sixty-seven; Middle - eighty-one; and Older - forty-three.

TABLE 19

T TEST FOR THE DIFFERENCE OF MEANS OF COMBINED GROUPS BY AGE BY THREE MAJOR FACTORS

Factors	Degrees of Freedom	T Value	.05 Sig. Level	Sig.
A				
1. Young/Middle	210	.83	1.96	N.S.
2. Young/Older	210	.20	1.96	N.S.
3. Middle/Older	210	.57	1.96	N.S.
B				
1. Young/Middle	210	1.38	1.96	N.S.
2. Young/Older	210	.73	1.96	N.S.
3. Middle/Older	210	.44	1.96	N.S.
C				
1. Young/Middle	210	2.88	1.96	Sig.
2. Young/Older	210	1.69	1.96	N.S.
3. Middle/Older	210	.74	1.96	N.S.
Totals				
1. Young/Middle	210	1.61	1.96	N.S.
2. Young/Older	210	.77	1.96	N.S.
3. Middle/Older	210	.60	1.96	N.S.

The results were essentially the same for the combined-groups tests with only one significant t value for the Factor C, Young/Middle comparison. To say the least, the results of these tests were surprising to the researcher.

Tables 20 and 21 present the data analysis and results by sex of the respondents. There were no female directors, therefore, the data for directors were reflected only in the tests for the combined groups. Of the total respondents there were 117 females and 94 males. It was interesting to note that with such a high percentage of

TABLE 20

T TEST FOR THE DIFFERENCE OF MEANS OF LIBRARIANS BY SEX BY THREE MAJOR FACTORS

Factors	N.	Mean	S.D.	T Value	.05 Sig. Level	Sig.
A						
1. Male	72	49.94	6.83	.29	1.96	N.S.
2. Female	117	50.30	9.20			
B						
1. Male	72	40.79	7.16	.11	1.96	N.S.
2. Female	117	40.92	8.28			
C						
1. Male	72	13.94	3.80	.44	1.96	N.S.
2. Female	117	14.19	3.88			
Totals						
1. Male	72	104.68	15.67	.28	1.96	N.S.
2. Female	117	105.42	19.15			

TABLE 21

T TEST FOR THE DIFFERENCE OF MEANS OF COMBINED GROUPS BY SEX BY THREE MAJOR FACTORS

Factors	N.	Mean	S.D.	T Value	.05 Sig. Level	Sig.
A						
1. Female	117	50.30	9.20	.38	1.96	N.S.
2. Male	94	50.75	7.30			
B						
1. Female	117	40.92	8.28	.85	1.96	N.S.
2. Male	94	41.84	7.04			
C						
1. Female	117	14.19	3.88	.88	1.96	N.S.
2. Male	94	14.65	3.72			
Totals						
1. Female	117	105.42	19.15	.74	1.96	N.S.
2. Male	94	107.25	16.01			

females in the profession, females made up only 61 percent of the librarians' group.

The tests indicated that there was absolutely no significant differences between the responses of females and males. The females' mean scores in the librarians' group were slightly higher than the males' scores but in the combined groups data the males' scores were higher than the females' scores. However, for all tests females had a larger standard deviation score, indicating a greater

variability in response. In both Tables 20 and 21 the t values ranged from a low of .11 for Factor B to a high of .88 for Factor C. Thus, sex of respondents must be rejected as a factor in response.

The response of directors and librarians were analyzed by race in Tables 22 and 23. The races represented and the distribution by race for the responding librarians are as follows: American Indian - two; Negro - eight; Caucasian - 165; and Oriental - fourteen. All of the responding directors were Caucasian, therefore, they appear only in the table for combined groups. With 185 degrees of freedom and a significance level of 1.96, there were seven significant t scores among the twenty-four computed. The Negro race had the highest mean score and appeared in every comparison that resulted in a significant t value.

The comparison of Negroes and Orientals produced significant differences for organizational structure, degree and quality of participation and organizational structure - total scores. The comparison of Negroes and Caucasians produced significant scores for degree and quality of participation, effectiveness of participation in decision-making and total scores. The same comparison produced a near significant t score (1.94) for organizational structure. Negroes and Indians differed significantly in their responses to the effectiveness of participation in decision-making.

TABLE 22

T TEST FOR THE DIFFERENCE OF MEANS OF LIBRARIANS BY RACE BY THREE MAJOR FACTORS

Factors	Degrees of Freedom	T Value	.05 Sig. Level	Sig.
A				
1. Indian/Negro	185	.38	1.96	N.S.
2. Indian/Caucasian	185	.56	1.96	N.S.
3. Negro/Oriental	185	2.11	1.96	Sig.
4. Caucasian/Oriental	185	.82	1.96	N.S.
5. Indian/Oriental	185	.83	1.96	N.S.
6. Negro/Caucasian	185	1.94	1.96	N.S.
B				
1. Indian/Negro	185	.67	1.96	N.S.
2. Indian/Caucasian	185	.51	1.96	N.S.
3. Negro/Oriental	185	2.04	1.96	Sig.
4. Caucasian/Oriental	185	.04	1.96	N.S.
5. Indian/Oriental	185	.49	1.96	N.S.
6. Negro/Caucasian	185	2.47	1.96	Sig.
C				
1. Indian/Negro	185	2.09	1.96	Sig.
2. Indian/Caucasian	185	.91	1.96	N.S.
3. Negro/Oriental	185	1.89	1.96	N.S.
4. Caucasian/Oriental	185	.58	1.96	N.S.
5. Indian/Oriental	185	1.07	1.96	N.S.
6. Negro/Caucasian	185	2.77	1.96	Sig.
Totals				
1. Indian/Negro	185	.92	1.96	N.S.
2. Indian/Caucasian	185	.29	1.96	N.S.
3. Negro/Oriental	185	2.29	1.96	Sig.
4. Caucasian/Oriental	185	.28	1.96	N.S.
5. Indian/Oriental	185	.38	1.96	N.S.
6. Negro/Caucasian	185	2.59	1.96	Sig.

TABLE 23

T TEST FOR THE DIFFERENCE OF MEANS OF COMBINED GROUPS BY RACE BY THREE MAJOR FACTORS

Factors	Degrees of Freedom	T Value	.05 Sig. Level	Sig.
A				
1. Indian/Negro	207	.38	1.96	N.S.
2. Indian/Caucasian	207	.50	1.96	N.S.
3. Negro/Oriental	207	1.87	1.96	N.S.
4. Caucasian/Oriental	207	.58	1.96	N.S.
5. Indian/Oriental	207	.68	1.96	N.S.
6. Negro/Caucasian	207	1.83	1.96	N.S.
B				
1. Indian/Negro	207	.67	1.96	N.S.
2. Indian/Caucasian	207	.43	1.96	N.S.
3. Negro/Oriental	207	1.89	1.96	N.S.
4. Caucasian/Oriental	207	.08	1.96	N.S.
5. Indian/Oriental	207	.37	1.96	N.S.
6. Negro/Caucasian	207	2.33	1.96	Sig.
C				
1. Indian/Negro	207	2.10	1.96	Sig.
2. Indian/Caucasian	207	1.04	1.96	N.S.
3. Negro/Oriental	207	1.72	1.96	N.S.
4. Caucasian/Oriental	207	.67	1.96	N.S.
5. Indian/Oriental	207	1.21	1.96	N.S.
6. Negro/Caucasian	207	2.55	1.96	Sig.
Totals				
1. Indian/Negro	207	.92	1.96	N.S.
2. Indian/Caucasian	207	.20	1.96	N.S.
3. Negro/Oriental	207	2.08	1.96	Sig.
4. Caucasian/Oriental	207	.09	1.96	N.S.
5. Indian/Oriental	207	.22	1.96	N.S.
6. Negro/Caucasian	207	2.42	1.96	Sig.

The least difference between means resulted from the comparison of Orientals and Caucasians.

The test results for the combined groups varied only slightly from those for librarians. As evidenced by the data, Negroes differed significantly from Caucasians and Orientals and exhibited a more favorable attitude toward a participative management style. For Indians, Caucasians and Orientals race was rejected as a factor in response.

Marital status was considered next as a factor in the response of the two groups. The distribution of directors was as follows: Single - one; Married - seventeen; Divorced - four; and widowed - none. As indicated in Table 24, every test detected a significant difference except when married and divorced directors were compared. However, the number of single and widowed respondents was so small that tests involving them produced t values so large that they had .000 probability of occurring. None of the t values for the Married/Divorced comparison reached the 2.09 significance level. Therefore, marital status was rejected as a factor in directors' attitude toward management style.

Of 212 librarians, seventy were single, 114 were married, sixteen were divorced and 12 were widowed. Table 26 reports the data for this group. With 208 degrees of freedom, only three significant t values were computed in twenty-four tests. All three significant scores occurred when single librarians were compared with widowed, married

TABLE 24

T TEST FOR THE DIFFERENCE OF MEANS OF DIRECTORS BY MARITAL STATUS BY THREE MAJOR FACTORS

Factors	Degrees of Freedom	T Value	.05 Sig. Level	Sig.
A				
1. Single/Married	19	25.21	2.09	Sig.
2. Single/Divorced	19	12.57	2.09	Sig.
3. Married/Divorced	19	.31	2.09	N.S.
B				
1. Single/Married	19	32.85	2.09	Sig.
2. Single/Divorced	19	16.86	2.09	Sig.
3. Married/Divorced	19	.83	2.09	N.S.
C				
1. Single/Married	19	31.40	2.09	Sig.
2. Single/Divorced	19	16.80	2.09	Sig.
3. Married/Divorced	19	1.41	2.09	N.S.
Totals				
1. Single/Married	19	31.78	2.09	Sig.
2. Single/Divorced	19	16.20	2.09	Sig.
3. Married/Divorced	19	.70	2.09	N.S.

and divorced librarians concerning the effectiveness of professional staff participation in decision-making. For Factors A, B and C single librarians expressed a less favorable attitude toward participative management than did any one of the other groups. The lowest between-groups scores occurred when married and divorced librarians were compared, revealing that married librarians expressed a slightly higher preference for participative management.

TABLE 25

T TEST FOR THE DIFFERENCE OF MEANS OF LIBRARIANS BY MARITAL STATUS BY THREE MAJOR FACTORS

Factors	Degrees of Freedom	T Value	.05 Sig. Level	Sig.
A				
1. Single/Widowed	186	.81	1.96	N.S.
2. Married/Divorced	186	.36	1.96	N.S.
3. Married/Widowed	186	.65	1.96	N.S.
4. Divorced/Widowed	186	.77	1.96	N.S.
5. Single/Married	186	.36	1.96	N.S.
6. Single/Divorced	186	.15	1.96	N.S.
B				
1. Single/Widowed	186	1.80	1.96	N.S.
2. Married/Divorced	186	.10	1.96	N.S.
3. Married/Widowed	186	1.13	1.96	N.S.
4. Divorced/Widowed	186	.97	1.96	N.S.
5. Single/Married	186	1.44	1.96	N.S.
6. Single/Divorced	186	.69	1.96	N.S.
C				
1. Single/Widowed	186	2.32	1.96	Sig.
2. Married/Divorced	186	.76	1.96	N.S.
3. Married/Widowed	186	1.18	1.96	N.S.
4. Divorced/Widowed	186	.40	1.96	N.S.
5. Single/Married	186	2.42	1.96	Sig.
6. Single/Divorced	186	2.06	1.96	Sig.
Totals				
1. Single/Widowed	186	1.66	1.96	N.S.
2. Married/Divorced	186	.05	1.96	N.S.
3. Married/Widowed	186	1.05	1.96	N.S.
4. Divorced/Widowed	186	.87	1.96	N.S.
5. Single/Married	186	1.31	1.96	N.S.
6. Single/Divorced	186	.66	1.96	N.S.

The results for the combined groups, as reported in Table 26, were essentially the same as those for the librarians. Although the results were mixed, marital status

TABLE 26

T TEST FOR THE DIFFERENCE OF MEANS OF COMBINED GROUPS BY MARITAL STATUS BY THREE MAJOR FACTORS

Factors	Degrees of Freedom	T Value	.05 Sig. Level	Sig.
A				
1. Single/Widowed	208	.82	1.96	N.S.
2. Married/Divorced	208	.36	1.96	N.S.
3. Married/Widowed	208	.66	1.96	N.S.
4. Divorced/Widowed	208	.78	1.96	N.S.
5. Single/Married	208	.36	1.96	N.S.
6. Single/Divorced	208	.15	1.96	N.S.
B				
1. Single/Widowed	208	1.81	1.96	N.S.
2. Married/Divorced	208	.11	1.96	N.S.
3. Married/Widowed	208	1.13	1.96	N.S.
4. Divorced/Widowed	208	.98	1.96	N.S.
5. Single/Married	208	1.45	1.96	N.S.
6. Single/Divorced	208	.69	1.96	N.S.
C				
1. Single/Widowed	208	2.33	1.96	Sig.
2. Married/Divorced	208	.76	1.96	N.S.
3. Married/Widowed	208	1.18	1.96	N.S.
4. Divorced/Widowed	208	.41	1.96	N.S.
5. Single/Married	208	2.43	1.96	Sig.
6. Single/Divorced	208	2.06	1.96	Sig.
Totals				
1. Single/Widowed	208	1.67	1.96	N.S.
2. Married/Divorced	208	.06	1.96	N.S.
3. Married/Widowed	208	1.06	1.96	N.S.
4. Divorced/Widowed	208	.88	1.96	N.S.
5. Single/Married	208	1.32	1.96	N.S.
6. Single/Divorced	208	.67	1.96	N.S.

can be considered as having little influence on the response of the two groups.

The educational qualifications of respondents, as expressed by the highest library degree held, were thought to be a factor influencing the response of the two groups. However, the data presented in Tables 27, 28 and 29 did not confirm this opinion.

TABLE 27

T TEST FOR THE DIFFERENCE OF MEANS OF DIRECTORS BY HIGHEST DEGREE HELD BY THREE MAJOR FACTORS

Factors	Degrees of Freedom	T Value	.05 Sig. Level	Sig.
A				
1. Master's/Doctor's	19	1.87	2.10	N.S.
2. Master's/Other	19	24.77	2.10	Sig.
3. Doctor's/Other	19	17.80	2.10	Sig.
B				
1. Master's/Doctor's	19	1.64	2.10	N.S.
2. Master's/Other	19	30.43	2.10	Sig.
3. Doctor's/Other	19	22.72	2.10	Sig.
C				
1. Master's/Doctor's	19	1.95	2.10	N.S.
2. Master's/Other	19	28.17	2.10	Sig.
3. Doctor's/Other	19	20.47	2.10	Sig.
Totals				
1. Master's/Doctor's	19	2.05	2.10	N.S.
2. Master's/Other	19	31.00	2.10	Sig.
3. Doctor's/Other	19	22.65	2.10	Sig.

The distribution of directors was as follows: Bachelor's - none; Master's - twelve; Doctor's - eight; and Other - one. The number of directors holding degrees other than the master's and doctor's was so small that only one meaningful between-groups comparison could be made. However, none of the t values computed for Factors A, B, C and totals Master's/Doctor's comparisons reached the .05 significance level of 2.10. The Master's group had a much higher mean score than did the Doctor's group, but the t value was only 2.05. Although directors with the master's degree expressed a much more favorable attitude toward greater staff participation in decision-making than did those holding the doctorate, the difference cannot be considered statistically significant.

Among librarians, education did not appear to be a significant influence upon response. Of the twenty-four t values computed for this group in Table 28 only two reached the .05 significance level. Holders of the master's degree and the doctor's degree differed significantly from those holding "Other" degrees when tested concerning the degree and quality of staff participation in decision-making. The t scores for the two groups, respectively, were 2.63 and 2.10. The holders of "Other" degrees had a mean score of 33.75 as compared with 41.67 for the doctorates and 41.13 for the master's group.

TABLE 28

T TEST FOR THE DIFFERENCE OF MEANS OF LIBRARIANS

BY HIGHEST DEGREE HELD BY THREE MAJOR FACTORS

Factor	Degrees of Freedom	T Value	.05 Sig. Level	Sig.
A				
1. Bachelor's/Master's	184	1.03	1.96	N.S.
2. Bachelor's/Doctor's	184	.96	1.96	N.S.
3. Bachelor's/Other	184	.28	1.96	N.S.
4. Master's/Doctor's	184	.34	1.96	N.S.
5. Master's/Other	184	1.18	1.96	N.S.
6. Doctor's/Other	184	1.12	1.96	N.S.
B				
1. Bachelor's/Master's	184	.29	1.96	N.S.
2. Bachelor's/Doctor's	184	.35	1.96	N.S.
3. Bachelor's/Other	184	1.93	1.96	N.S.
4. Master's/Doctor's	184	.20	1.96	N.S.
5. Master's/Other	184	2.63	1.96	Sig.
6. Doctor's/Other	184	2.10	1.96	Sig.
C				
1. Bachelor's/Master's	184	.04	1.96	N.S.
2. Bachelor's/Doctor's	184	1.18	1.96	N.S.
3. Bachelor's/Other	184	.46	1.96	N.S.
4. Master's/Doctor's	184	1.45	1.96	N.S.
5. Master's/Other	184	.61	1.96	N.S.
6. Doctor's/Other	184	1.48	1.96	N.S.
Totals				
1. Bachelor's Master's	184	.62	1.96	N.S.
2. Bachelor's/Doctor's	184	.86	1.96	N.S.
3. Bachelor's/Other	184	1.07	1.96	N.S.
4. Master's/Doctor's	184	.56	1.96	N.S.
5. Master's/Other	184	1.82	1.96	N.S.
6. Doctor's/Other	184	1.76	1.96	N.S.

Test scores in Table 29 reveal little difference between mean scores for the combined groups and mean scores for librarians. Only two t values were significant. Fifteen of twenty-four t scores were below the 1.00 level.

Professional staff members who are not professionally trained librarians were included in this study. Their degrees fell into the "Other" category. Therefore, since their group was the only one that differed significantly from the three other groups, one may safely conclude that level of education was not a significant factor in the response of professionally-trained librarians.

Questions 9 and 10 concerned membership and active participation in professional associations. Active participation was defined as regular attendance at conventions and/or meetings of said associations. For purposes of this study these professional associations were limited to the state library association, the Southeastern Library Association (SELA), the American Library Association (ALA) and the American Association of University Professors (AAUP). Ninety-two t tests were computed from the data collected on these two questions. Of the ninety-two t scores only twenty-seven attained the appropriate significance level, none of which were for the directors' group. Eight of the significant scores appeared in the "Totals" scores for librarians and the combined groups. These related to membership in ALA and AAUP and active participation in the same

TABLE 29

T TEST FOR DIFFERENCE OF MEANS OF COMBINED GROUPS

BY HIGHEST DEGREE HELD BY THREE MAJOR FACTORS

Factors	Degrees of Freedom	T Value	.05 Sig. Level	Sig.
A				
1. Bachelor's/Master's	206	1.18	1.96	N.S.
2. Bachelor's/Doctor's	206	.73	1.96	N.S.
3. Bachelor's/Other	206	.25	1.96	N.S.
4. Master's/Doctor's	206	.27	1.96	N.S.
5. Master's/Other	206	.67	1.96	N.S.
6. Doctor's/Other	206	.39	1.96	N.S.
B				
1. Bachelor's/Master's	206	.48	1.96	N.S.
2. Bachelor's/Doctor's	206	.60	1.96	N.S.
3. Bachelor's/Other	206	1.43	1.96	N.S.
4. Master's/Doctor's	206	.33	1.96	N.S.
5. Master's/Other	206	2.23	1.96	Sig.
6. Doctor's/Other	206	2.05	1.96	Sig.
C				
1. Bachelor's/Master's	206	.30	1.96	N.S.
2. Bachelor's/Doctor's	206	1.40	1.96	N.S.
3. Bachelor's/Other	206	.22	1.96	N.S.
4. Master's/Doctor's	206	1.68	1.96	N.S.
5. Master's/Other	206	.54	1.96	N.S.
6. Doctor's/Other	206	1.48	1.96	N.S.
Totals				
1. Bachelor's/Master's	206	.83	1.96	N.S.
2. Bachelor's/Doctor's	206	.90	1.96	N.S.
3. Bachelor's/Other	206	.54	1.96	N.S.
4. Master's/Doctor's	206	.37	1.96	N.S.
5. Master's/Other	206	1.39	1.96	N.S.
6. Doctor's/Other	206	1.38	1.96	N.S.

two associations. The nineteen other significant scores related to membership and active participation in the state association, AAUP and ALA.

The next ten tables will present all of the significant results and some of the non-significant scores. Most of the non-significant scores were not reported. The following were not significant factors for the directors' group: (1) Membership in the state association, SELA, ALA, and AAUP, and (2) Active participation in the state association, SELA, ALA, and AAUP. The following were not significant factors for librarians: (1) Membership in the state association and SELA, and (2) Active participation in SELA and AAUP.

Although there are no significant t values for directors by ALA membership, Table 30 is presented to show the rather close mean scores. Only sixteen of the twenty-two directors reported themselves as members of ALA, for a membership percentage of 72.7. The t values ranged from a low of .05 for degree and quality of participation to a high of .59 for organizational structure. The standard deviation scores reflected little variability of response. The non-members showed a slightly more favorable attitude toward participative management than did members.

Of the librarians surveyed, seventy-nine were members of ALA and 113 were not members. Although the total mean scores of both groups of librarians were considerably lower

TABLE 30

T TEST FOR DIFFERENCE OF MEANS OF DIRECTORS BY ALA MEMBERSHIP BY THREE MAJOR FACTORS

Factors	N.	Means	S.D.	T Value	.05 Sig. Level	Sig.
A						
1. No	6	55.16	10.59	.59	2.08	N.S.
2. Yes	16	52.75	7.60			
B						
1. No	6	45.16	5.91	.05	2.08	N.S.
2. Yes	16	45.31	5.51			
C						
1. No	6	16.83	2.31	.20	2.08	N S
2. Yes	16	17.06	2.29			
Totals						
1. No	6	117.16	17.82	.28	2.08	N.S.
2. Yes	16	115.12	13.59			

than those for directors, librarians who belong to ALA scored significantly higher than non-member librarians. Variability of response was slightly greater for librarians than for directors. Significant t scores were computed for Factors A, B, and C and for total scores. Table 31 lists these results.

The responses of the combined groups are reported in Table 32. As revealed by the total scores, ALA members differed significantly from non-members with a t value of 3.29. Contrary to the findings for directors, ALA members

TABLE 31

T TEST FOR THE DIFFERENCE OF MEANS OF LIBRARIANS BY ALA MEMBERSHIP BY THREE MAJOR FACTORS

Factors	N.	Means	S.D.	T Value	.05 Sig. Level	Sig.
A						
1. No	113	48.69	7.90	3.06	1.96	Sig.
2. Yes	79	52.35	8.43			
B						
1. No	113	39.92	7.61	2.12	1.96	Sig.
2. Yes	79	42.34	7.95			
C						
1. No	113	13.46	3.68	2.79	1.96	Sig.
2. Yes	79	15.01	3.87			
Totals						
1. No	113	102.08	16.89	2.98	1.96	Sig.
2. Yes	79	109.70	18.13			

favored increased and more effective staff participation in decision-making. There was practically no difference between the standard deviation scores for the two groups. Significance was reached in tests for all three factors and for total scores. Membership in ALA was a significant response factor for rank-and-file librarians but it was not for directors.

By the very nature of their education, jobs and responsibilities, university librarians are a part of the academic community and associate with faculty members. On

TABLE 32

T TEST FOR THE DIFFERENCE OF MEANS OF COMBINED GROUPS BY ALA MEMBERSHIP BY THREE MAJOR FACTORS

Factors	N.	Means	S.D.	T Value	.05 Sig. Level	Sig.
A						
1. No	118	48.99	8.15	3.00	1.96	Sig.
2. Yes	93	52.43	8.34			
B						
1. No	118	40.14	7.62	2.53	1.96	Sig.
2. Yes	93	42.83	7.68			
C						
1. No	118	13.60	3.69	3.53	1.96	Sig.
2. Yes	93	15.41	3.73			
Totals						
1. No	118	102.73	17.25	3.29	1.96	Sig.
2. Yes	93	110.68	17.63			

many university campuses librarians have faculty rank and status, which qualifies them for membership in the American Association of University Professors (AAUP). Consequently, the AAUP was selected as an appropriate non-library type professional association about which to question librarians. Tables 33 and 34 report the data analysis for membership in AAUP.

A table indicating AAUP membership for directors was not prepared due to the lack of any significant t scores. Only eight directors reported membership in AAUP.

TABLE 33

T TEST FOR THE DIFFERENCE OF MEANS OF LIBRARIANS BY AAUP MEMBERSHIP BY THREE MAJOR FACTORS

Factors	N.	Means	S.D.	T Value	.05 Sig. Level	Sig.
A						
1. No	163	49.42	7.99	3.15	1.96	Sig.
2. Yes	29	54.58	8.81			
B						
1. No	163	40.35	7.82	2.40	1.96	Sig.
2. Yes	29	44.10	7.15			
C						
1. No	163	14.02	3.81	.68	1.96	N.S.
2. Yes	29	14.55	3.94			
Totals						
1. No	163	103.79	17.37	2.67	1.96	Sig.
2. Yes	29	113.24	18.17			

Twenty-nine librarians reported membership in AAUP while 163 stated that they were not members. AAUP members had higher mean scores than did non-members for all factors considered and for "Total Scores." The greatest difference between means occurred when members and non-members were compared on organizational structure. The t value was a low .68 when the two groups were compared concerning the effectiveness of staff participation in decision-making. Although only 15.2 percent of the librarians held membership

in AAUP, membership appeared to be a significant factor in the response of librarians.

The lack of significant differences for directors did not change, to any appreciable degree, the test results

TABLE 34

T TEST FOR THE DIFFERENCE OF MEANS OF COMBINED GROUPS BY AAUP MEMBERSHIP BY THREE MAJOR FACTORS

Factors	N.	Means	S.D.	T Value	.05 Sig. Level	Sig.
A						
1. No	174	49.67	8.24	3.17	1.96	Sig.
2. Yes	37	54.40	8.12			
B						
1. No	174	40.66	7.82	2.74	1.96	Sig.
2. Yes	37	44.45	6.66			
C						
1. No	174	14.22	3.79	1.48	1.96	N.S.
2. Yes	37	15.24	3.84			
Totals						
1. No	174	104.56	17.65	3.01	1.96	Sig.
2. Yes	37	114.10	16.55			

for the combined groups. Again, test scores for Factors A and B and "Total Scores" exceeded the .05 significance level of 1.96. The t scores were as follows: Factor A - 3.17; Factor B - 2.74; Factor C - 1.48; and Totals - 3.01.

The breakdown of response by participation in the state association is shown in Tables 35 and 36. These

tables are for the librarians' group and the combined groups. Again, there were no significant t scores for directors. Eighteen directors regularly attended conventions and/or meetings of the state association. Of the librarians surveyed, 100, or 52.1 percent, regularly attended such

TABLE 35

T TEST FOR THE DIFFERENCE OF MEANS OF LIBRARIANS BY STATE ASSOCIATION ATTENDANCE BY THREE MAJOR FACTORS

Factors	N.	Means	S.D.	T Value	.05 Sig. Level	Sig.
A						
1. No	92	48.55	7.75	2.68	1.96	Sig.
2. Yes	100	51.72	8.53			
B						
1. No	92	39.63	7.42	2.20	1.96	Sig.
2. Yes	100	42.10	8.04			
C						
1. No	92	13.82	3.63	.96	1.96	N.S.
2. Yes	100	14.36	4.00			
Totals						
1. No	92	102.01	16.21	2.43	1.96	Sig.
2. Yes	100	108.18	18.69			

meetings while ninety-two, or 47.9 percent, did not attend. As expected by the researcher, those librarians who actively participated in association activities registered higher mean scores than those who did not participate. The between-groups differences for organizational structure, degree and

quality of staff participation and "Total Scores" exceeded the significance level while the t score for effectiveness of staff participation was only .96.

The data listed in Table 36 reveal little change in the results when the two groups are combined. The same

TABLE 36

T TEST FOR THE DIFFERENCE OF MEANS OF COMBINED GROUPS BY STATE ASSOCIATION ATTENDANCE BY THREE MAJOR FACTORS

Factors	N.	Means	S.D.	T Value	.05 Sig. Level	Sig.
A						
1. No	94	48.70	7.84	2.84	1.96	Sig.
2. Yes	117	51.95	8.57			
B						
1. No	94	39.77	7.44	2.64	1.96	Sig.
2. Yes	117	42.58	7.79			
C						
1. No	94	13.98	3.68	1.41	1.96	N.S.
2. Yes	117	14.73	3.89			
Totals						
1. No	94	102.46	16.48	2.80	1.96	Sig.
2. Yes	117	109.27	18.31			

factors that produced significant t scores in Table 35 produced them in Table 36. Although the findings are mixed, active participation in state association activities cannot be rejected as a factor in the response of librarians.

The annual conventions and mid-winter meetings of ALA serve as times and opportunities for the dissemination of information on the latest thoughts, trends and developments within the field of librarianship. Consequently, one would expect directors who participated in these professional activities to respond more favorably to participative management. However, this does not appear to be the case in this study. The five directors who did not attend these meetings regularly had higher mean scores than the seventeen who did attend regularly. The difference between the means for the two groups did not reach the significance level of 2.05.

Table 37 lists the number, means, standard deviation and t values for librarians who did or did not attend conventions and/or meetings of ALA. In the four tests conducted, librarians who attended the meetings expressed more favorable attitudes toward greater participation in decision-making. However, the difference between means for Factor C was not statistically significant.

TABLE 37

T TEST FOR THE DIFFERENCE OF MEANS OF LIBRARIANS BY ALA ATTENDANCE BY THREE MAJOR FACTORS

Factors	N.	Means	S.D.	T Value	.05 Sig. Level	Sig.
A						
1. No	157	49.43	8.43	2.76	1.96	Sig.
2. Yes	35	53.65	6.79			
B						
1. No	157	40.32	7.73	2.24	1.96	Sig.
2. Yes	35	43.57	7.80			
C						
1. No	157	13.94	3.81	1.23	1.96	N.S.
2. Yes	35	14.82	3.88			
Totals						
1. No	157	103.70	17.64	2.55	1.96	Sig.
2. Yes	35	112.05	16.96			

Table 38 reflects the same direction of response as did Table 37. The difference between means of the "Total Scores" was 8.58 and the t value was 3.05. Librarians who did not attend ALA meetings had a "total" standard deviation score of 17.83 as compared with 16.23 for those who did attend the meetings.

Table 39 presents an analysis of the total scores of both directors and librarians by Factors A, B and C for all of the thirty-four items in the questionnaire. The results are different from what the researcher had expected. The

TABLE 38

T TEST FOR THE DIFFERENCE OF MEANS OF COMBINED GROUPS BY ALA ATTENDANCE BY THREE MAJOR FACTORS

Factors	N.	Means	S.D.	T Value	.05 Sig. Level	Sig.
A						
1. No	160	49.58	8.60	2.88	1.96	Sig.
2. Yes	52	53.41	7.04			
B						
1. No	160	40.53	7.76	2.69	1.96	Sig.
2. Yes	52	43.84	7.23			
C						
1. No	160	14.05	3.82	2.36	1.96	Sig.
2. Yes	52	15.49	3.59			
Totals						
1. No	160	104.16	17.83	3.05	1.96	Sig.
2. Yes	52	112.74	16.23			

directors' mean scores were considerably higher for all three factors than were those of librarians. The between-groups scores that were significant are: (1) Degree and quality of professional staff participation in decision-making (Factor B) - 2.54; (2) Effectiveness of professional staff participation in decision-making (Factor C) - 3.47; and (3) Total Scores - 2.66. The mean score for "organizational structure for professional staff participation in decision-making" fell below the 1.96 significance level.

TABLE 39

T TEST FOR THE DIFFERENCE OF MEANS OF TOTAL SCORES OF DIRECTORS AND LIBRARIANS BY THREE MAJOR FACTORS

Factors	N.	Means	S.D.	T Value	.05 Sig. Level	Sig.
A						
1. Directors	22	53.40	8.31	1.71	1.96	N.S.
2. Librarians	192	50.20	8.30			
B						
1. Directors	22	45.27	5.47	2.54	1.96	Sig.
2. Librarians	192	40.91	7.83			
C						
1. Directors	22	17.00	2.24	3.47	1.96	Sig.
2. Librarians	192	14.10	3.83			
Totals						
1. Directors	22	115.68	14.44	2.66	1.96	Sig.
2. Librarians	192	105.22	17.77			

The evidence indicated that one of the major reasons for the higher directors' scores was that directors perceived themselves as practicing a more consultative and/or participative-type management style than professional staff members said they practiced. The item analysis provides some more revealing information on this point.

Item Analysis

Table 40 presents an item analysis of the data for both the rank-and-file librarians' group and the directors'

TABLE 40

ITEM ANALYSIS FOR LIBRARIANS AND DIRECTORS

	Librarians		Directors		T Value	Sig.
	Mean	Standard Deviation	Mean	Standard Deviation		
* 1	1.640	.863	1.826	1.193	.93	N.S.
* 2	1.875	.889	2.347	1.027	2.37	Sig.
3	3.156	1.289	2.434	.843	2.62	Sig.
* 4	2.072	1.000	2.478	1.201	1.80	N.S.
* 5	2.958	1.414	2.260	.689	2.33	Sig.
* 6	3.276	1.323	2.695	.926	2.04	Sig.
* 7	3.099	1.284	2.130	.920	3.51	Sig.
8	2.989	1.330	1.956	.767	3.65	Sig.
9	3.375	1.288	3.565	1.376	.66	N.S.
*10	2.770	1.153	2.173	.984	2.38	Sig.
*11	2.854	1.373	1.739	.619	3.84	Sig.
12	3.125	1.066	3.956	.878	3.60	Sig.
13	2.724	1.004	3.782	.422	5.00	Sig.
*14	3.166	1.296	2.130	.626	3.78	Sig.
15	2.380	1.165	2.956	.767	2.31	Sig.
16	1.588	.649	1.956	.367	2.66	Sig.
*17	2.687	1.428	2.913	1.203	.73	N.S.
*18	3.166	1.412	3.130	1.392	.12	N.S.
19	3.114	1.439	4.043	.928	3.02	Sig.
20	4.145	1.130	4.478	.665	1.38	N.S.
21	2.541	1.318	3.304	.882	2.71	Sig.
22	3.984	1.085	3.695	1.185	1.19	N.S.
*23	3.000	1.518	2.826	1.230	.53	N.S.
*24	2.416	1.336	2.695	1.222	.95	N.S.
25	1.984	1.226	2.521	1.310	1.97	Sig.
26	3.359	1.358	2.826	1.302	1.79	N.S.
27	2.447	1.493	3.434	1.343	3.03	Sig.
28	4.119	1.185	4.087	1.041	.13	N.S.
29	2.687	1.467	3.087	1.411	1.24	N.S.
30	4.130	1.148	3.826	1.267	1.19	N.S.
31	2.354	1.369	2.608	1.234	.85	N.S.
32	3.546	1.139	2.695	1.020	3.42	Sig.
33	2.312	1.344	2.739	1.251	1.45	N.S.
34	3.776	1.205	3.652	1.152	.47	N.S.

*For these items the lower mean score indicates a more favorable attitude toward participative type management.

group. (The reader is referred to Appendix A for the listing of items as they appeared on the questionnaire.) The items are two-directional and in some cases a low score indicates a favorable attitude toward participative-type management, whereas, in other cases a high score indicates a favorable attitude toward participative-type management. Almost without exception the librarians favored participative-type management as a preferred practice more than did the directors. However, the directors perceived themselves as practicing a more participative-type management style than did the librarians.

Of the thirty-four items, there was a significant difference between the means of the two groups for eighteen items and no significant difference for sixteen items. The highest degree of agreement between the groups was for item 20 which stated that, "library administrators should seek as much input as is reasonably possible before making decisions on library policies and practices, but the final decision should be that of the administrator." This statement is a concise definition of consultative management. The scores for both groups were considerably lower for participative management as defined in item 26 which stated "Professional staff members should have a voice (perhaps a vote) in all major library decisions regardless of the rank and/or position of the staff member." There was no significant difference between the responses of the two groups

concerning participative management, although librarians expressed a greater preference for it than did directors. Directors expressed a greater preference for consultative management style than did librarians.

The three items having the highest t values and, thus indicating the greatest difference between the two group responses, were items 13, 11 and 14, in that order. Item 13, with a t score of 5.00, stated that "Committee recommendations are accepted and implemented by top library administrators." Item 11, with a t score of 3.84 stated that "I am a member of one (or more) committee(s), council(s), or task force(s) that is (are) meaningfully involved in major decisions concerning library practices and/or policies." This difference between responses could be expected because of the directors' greater administrative responsibilities. Item 13, with a 3.78 value stated that "In my library there is (a) free flow of information both up and down the organization structure."

The two items having the lowest t value, thus indicating the least differences between the two group responses, were items 18 and 28, in that order. Item 18, which had a t value of .12, stated that "There should be a minimum of committees, task forces, councils, etc., to make decisions on library matters." Since this statement supported authoritarian-type management, the very low t score was rather surprising in view of the librarians' stronger

endorsement of a more participative-type management style. Item 28, with a t value of .13, stated that ". . . competent librarians not in administrative positions (should) receive promotions and salary increases comparable to those in administrative positions." However, in item 27 librarians rated the practice of such a policy at 2.447 (on a scale of 5.00 maximum) whereas, directors rated the practice at 3.434.

Both groups scored very favorably for participative-type management on items 1 and 2 which postulated that genuine staff involvement in such matters as peer evaluation and review, staff development, planning, budgeting and program planning results in increased staff satisfaction and performance. These results agree with and support the findings of Marchant and Flener in their studies which indicate that greater staff involvement in decision-making results in increased staff satisfaction and performance. There was no significant difference between directors and librarians concerning increased satisfaction but there was a significant difference concerning increased staff performance. The directors were much less optimistic about increased performance than were the librarians.

In keeping with the threefold problem statement of this study, a brief item analysis by factors would be appropriate at this point. Factor A, which related to formal structure for professional staff participation in

decision-making, included sixteen items. For these sixteen items, tests computed six significant t values and ten non-significant t values. Four of the six significant differences concerned: (1) the inadequacy of committees, task forces, councils and staff organizations for staff input into decision-making; (2) the failure of committees to provide significant leadership opportunities for competent librarians not in administrative positions; (3) staff input regardless of rank and/or position; and (4) promotions and salary increases which are comparable for both administrators and rank-and-file librarians. Librarians stated that the informal organization significantly influenced the operation and effectiveness of the formal organization while directors were not so positive in their response. Librarians did not perceive themselves as being meaningfully involved in committees, councils or task forces that affect major decisions concerning library policies or practices.

Factor B, which related to the degree and quality of staff participation in decision-making and library management, included thirteen items. Test results revealed six significant t scores. Librarians complained that administrators did not provide needed information and encouragement for staff participation. New and/or young staff members were not adequately involved. Directors did not provide adequate access to committee reports, recommendations and activities. Librarians believed the quality of staff

participation to be "fair," but directors believed it to be "good." Librarians expressed stronger support than did directors for the concept that committee members should be elected by their fellow librarians rather than being appointed by top library administrators.

Factor C included five items, all of which reflected a significant difference between the means of the two respondent groups. Again, librarians were more critical of current practices than were directors. They believed more strongly that genuine involvement results in increased performance. They had less confidence in the ability of the existing management style to meet the demands placed upon it. The directors agreed with the statement, "In my library there is a free flow of information both up and down the organization structure," but the librarians disagreed. On a scale of one to three, librarians scored the effectiveness of professional staff participation in decision-making at 1.59 (near ineffective), whereas, directors scored effectiveness at 1.96 (effective).

Factor Analysis

The use of factor analysis has increased greatly since the advent of modern computer equipment. The usefulness of this method in research data collection has been demonstrated in that it yields additional valuable information by bringing related items into groups for further analysis. The goal of factor analysis is the

> the reduction of a set of variables used to gather data from subjects to a set of new, uncorrelated variables which are defined solely in terms of the original dimensions, and which retain the most "important" information contained in the original data. Factors, then, are variables or dimensions of the same general nature as those variables from which they were derived.[1]

The questionnaire was evaluated and the variables in Section II were grouped according to their interrelationships and their relation to the various parts of the three-fold problem statement. This procedure facilitated the gathering and analysis of the data according to the major objectives of the study. The three groupings and the items included in each were as follows:

Factor A - Organizational structure for professional staff participation in the decision-making process in university libraries. Items included were: 4, 8, 10, 11, 17, 18, 21, 22, 23, 24, 25, 26, 27, 28, 29 and 30.

Factor B - The perceived degree and quality of professional staff participation in the decision-making process in university libraries. Items included were: 1, 5, 6, 9, 12, 13, 15, 19, 20, 31, 32, 33 and 34.

Factor C - The perceived effectiveness of professional staff participation in the decision-making process in university libraries. Items included were: 2, 3, 7, 14 and 16.

The factor analysis matrix was constructed to test the researcher's assumption of communality of the variables according to the above categories. The G-image principle

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[1]Veldman, Fortran Programming for the Behavioral Sciences, p. 206.

component factor analysis as described by Veldman[1] was used to analyze the data and construct the matrix. In this analysis the variance common to the set of variables was computed. This value was equivalent to the square of the multiple correlation attained by predicting it from other variables in the instrument. This proportion (R^2) was placed by the Veldman program in the diagonal. All off-diagonal elements were adjusted to reflect only common variation. The correlation of the individual items in the instrument with the derived factors are shown in Tables 41, 42, and 43. Correlations for items with factors of less than .30 were deleted as not being significant. The establishment of an eigenvalue of 1.00 as a level of significance yielded a ten-factor matrix for directors, a two-factor matrix for librarians and a two-factor matrix for the combined groups.

Table 41 presents the factor analysis for the combined groups. Only two factors emerged during the construction of the correlation matrix. Factor A accounted for eighteen of the items and Factor B accounted for ten of the items. The correlations of six of the items were so distributed that they did not at any point reach the significance level of .30. Therefore, their values do not appear in the table.

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[1]Ibid., p. 218.

A comparison of the actual values with the researcher's expectations revealed the following results:

Factor A - Items 4, 8, 11, 21, 25, 27 and 29 match in expected Factor A.
Items 5, 6, 12, 13, 15, 19, 20, 31 and 33 match in expected Factor B.
Items 3, 7, 14 and 16 match in expected Factor C.

Factor B - Items 1, 9, 32 and 34 match in expected Factor B.
Items 4, 22, 26, 28 and 30 match in expected Factor A
Item 2 matches in expected Factor C.

Factor A in the matrix shows communalities among seven of the expected items and also related expected Factors B and C. Factors A and B in Table 41 explain 66.80 percent of the total variance for the combined groups. The heavy loading of items under Factor A allowed it to explain 49.13 percent of the variance.

Factor A was broadly concerned with the existing management style and organizational structure that provide opportunities for professional staff participation in the decision-making process in university libraries. It related to the need for more and better communication within the organization, the creation and more effective use of committees, councils and task forces for the meaningful involvement of staff members in such matters as peer evaluation and review, planning, budgeting and staff development; the increased involvement of new and/or young staff members in decision-making; and the adoption of a more democratic, faculty-type form of governance.

TABLE 41

FACTOR ANALYSIS FOR COMBINED GROUPS*

Variable	Factor A	Factor B
1	---	-.488
2	---	-.496
3	-.747	---
4	---	-.461
5	-.823	---
6	-.772	---
7	-.777	---
8	-.807	---
9	---	-.452
10	---	---
11	-.597	---
12	.549	---
13	.527	---
14	-.741	---
15	.767	---
16	.796	---
17	---	---
18	---	---
19	.689	---
20	---	---
21	.757	---
22	---	.664
23	---	---
24	---	---
25	.589	---
26	---	.580
27	.461	---
28	---	.301
29	.419	---
30	---	.533
31	.395	---
32	---	.430
33	.653	---
34	---	.701

*All variables have communalities in both factors but only the primary factor value has been listed in the table.

These elements constitute the major concerns of the current movement away from authoritarianism in library management and toward more participative management. Although proponents of the new movement say they want true participatory management, the data in this study indicated a desire for consultative management. According to the responses within the librarians' group, the accomplishment of consultative management in university libraries would represent a major improvement.

Factor B showed communalities among four of the expected items and also related expected Factors A and C. The loading of Factor B allowed it to explain 17.67 percent of the total variance for the combined groups. It was mainly concerned with the perceptions of directors and professional staff members about the desired degree and level of practice of staff participation in decision-making in university libraries. Six of the ten items included in Factor B expressed the ideal (or desired) level of management practices that were included in Factor A as current practices in university libraries. Most responding librarians saw a significant and undesirable difference between current management practices and what should be practiced. Many of these practices were discussed under Factor A.

Table 42 presents the primary factor analysis for library directors. Ten factors were discovered for this

TABLE 42

FACTOR ANALYSIS FOR LIBRARY DIRECTORS*

Variable	Factors									
	A	B	C	D	E	F	G	H	I	J
1	-.452	---	---	---	---	---	---	---	---	---
2	-.581	---	---	---	---	---	---	---	---	---
3	---	---	---	---	.491	---	---	---	---	---
4	-.654	---	---	---	---	---	---	---	---	---
5	---	---	.538	---	---	---	---	---	---	---
6	---	---	.583	---	---	---	---	---	---	---
7	---	---	---	---	---	---	---	.449	---	---
8	---	-.541	---	---	---	---	---	---	---	---
9	.679	---	---	---	---	---	---	---	---	---
10	---	---	---	-.627	---	---	---	---	---	---
11	---	.575	---	---	---	---	---	---	---	---
12	---	---	---	---	---	---	.511	---	---	---
13	---	---	---	.498	---	---	---	---	---	---
14	-.589	---	---	---	---	---	---	---	---	---
15	.750	---	---	---	---	---	---	---	---	---
16	.797	---	---	---	---	---	---	---	---	---
17	.464	---	---	---	---	---	---	---	---	---
18	.653	---	---	---	---	---	---	---	---	---
19	---	---	---	.474	---	---	---	---	---	---
20	---	---	---	.599	---	---	---	---	---	---
21	---	---	---	.588	---	---	---	---	---	---
22	.714	---	---	---	---	---	---	---	---	---
23	-.453	---	---	---	---	---	---	---	---	---
24	---	---	---	---	.464	---	---	---	---	---
25	.565	---	---	---	---	---	---	---	---	---
26	.503	---	---	---	---	---	---	---	---	---
27	-.384	---	---	---	---	---	---	---	---	---
28	---	---	.652	---	---	---	---	---	---	---
29	---	.611	---	---	---	---	---	---	---	---
30	---	---	.709	---	---	---	---	---	---	---
31	---	.758	---	---	---	---	---	---	---	---
32	.542	---	---	---	---	---	---	---	---	---
33	---	---	---	-.594	---	---	---	---	---	---
34	---	---	.624	---	---	---	---	---	---	---

*All variables have communalities in each of the ten factors but only the primary factor value has been listed in the table.

group when the eigenroot value of 1.00 was utilized to indicate significance. The ten factors explained 88.18 percent of the variance within the group response. It is interesting to note that although ten factors were discovered, most of the items loaded under Factors A, D, and C in that order. However, due to the very small sample the values were too widely distributed for a concrete pattern to emerge; i.e., ten factors were too many to be interpreted with logical rationale. The table has been presented for informational purposes only.

The factor analysis for librarians is presented in Table 43. Two factors were discovered for this group when the eigenroot value of 1.00 was utilized to indicate significance. The two factors explained 66.05 percent of the variance. Factor A explained 48.74 percent of the variance and Factor B explained 17.30 percent of the variance. The two factors received the same loading of items as they did in Table 41 for the combined groups. The same six items failed to reach the .30 significance level and did not appear in either table. Both factors are concerned with the same concepts in both tables. The only difference between the two is a slight variation in correlation values.

Summary

The data for this study were obtained through the use of the direct mail, self-administered questionnaire which

TABLE 43

FACTOR ANALYSIS FOR LIBRARIANS*

Variable	Factor A	Factor B
1	---	-.462
2	---	-.458
3	-.752	---
4	---	-.407
5	-.827	---
6	-.786	---
7	-.783	---
8	-.803	---
9	---	.448
10	---	---
11	-.580	---
12	.537	---
13	.493	---
14	-.728	---
15	.774	---
16	.800	---
17	---	---
18	---	---
19	-.681	---
20	---	---
21	.760	---
22	---	.666
23	---	---
24	---	---
25	.610	---
26	---	.597
27	.467	---
28	---	.317
29	.420	---
30	---	.540
31	.406	---
32	---	.444
33	.684	---
34	---	.710

*All variables have communalities in both of the factors but only the primary factor value has been listed in the table.

was completed by twenty-two university library directors and a sample of the professional staff members of twenty-one ASERL university libraries. Of the twenty-four directors surveyed, twenty-two responded with usable returns, thus giving a 91.7 percent usable response. Of the 250 staff members surveyed, 192 usable responses were received in time for the data analysis, thus yielding a usable response of 76.8 percent. The data were considered valid and representative of and applicable to the two groups. In some within-groups tests involving directors, the sample size was too small to produce reliable results. These instances have been reported and so noted in the discussion.

The thirty-four items in Section II of the questionnaire were divided into three groups according to their relationship to the parts of the threefold problem statement. These groupings were labeled Factors A, B and C. The independent variables in Section I were then tested for significance as response factors by submitting them to tests within groups and between groups by three major factors. Factor A contained sixteen items, Factor B contained thirteen items and Factor C contained five items. Mean response scores were then computed for each factor.

Type of institution (public or private) proved significant as a response factor for directors for all three factors, whereas, it failed to reach significance for the librarians' group except for Factor C (the perceived

effectiveness of staff participation in decision-making). For the combined groups, type of institution was a significant independent variable for Factor C only.

Tests of total scores did not detect any significant difference between response means for "tenure at present institution." However, directors with few years of tenure (none - nine years) expressed a significantly more favorable attitude toward participative management than did those with several (ten - nineteen years) when compared on Factor A (organizational structure). Also, respondents in the combined groups who had twenty-five years or more tenure perceived staff participation to be significantly more effective (Factor C) than did those with less than nine years of tenure.

Professional experience was a significant independent variable only when librarians with ten to twenty-four years of experience were compared with the two other groups concerning Factor B (degree and quality of staff participation in decision-making) and Factor C (effectiveness of participation in decision-making). In all cases, they expressed a more favorable attitude toward participative-type management. These results support findings elsewhere, both in this study and in the professional literature, that younger and less experienced librarians do not perceive themselves as being meaningfully involved in library management.

As surprising as it may be, age did not prove to be a significant independent variable. In the directors' group, one cell size was so small that only one meaningful comparison could be made, that one being between the middle and older age groups. There did appear to be a more favorable response toward participative management by the middle age group. The only significant difference to appear in the librarians' group and combined groups was for the Young/Middle comparison. This result agreed with and reinforced the findings under experience as a librarian.

Sex of respondents produced no significant test results for any of the within-groups comparisons. There were no female directors. The mean scores for females were slightly higher in all comparisons than were those for males, but the greatest t value was only .88.

Race as a response factor reached the significance level only when Blacks were compared with Caucasians, Orientals and, for one comparison, Indians. Blacks were significantly more favorable toward participative management in all comparisons than were either Caucasians or Orientals. These results pointed out that, of all the minority racial groups in libraries, Blacks felt the greatest need for increased and more effective involvement in decision-making and library management.

Test results concerning marital status were much the same as those for age as an independent variable. Only the

Married/Divorced scores for directors were meaningful due to the small number of single directors. The only significant difference for librarians occurred when single librarians were compared with widowed, married and divorced librarians concerning Factor C. The single librarians had lower mean scores than did any of the other groups. Marital status was rejected as a response factor except for single librarians when questioned concerning effectiveness of staff participation in decision-making.

Education, as expressed by the highest degree held, produced no significant differences for directors and none for librarians except when the Master's/Other and Doctor's/Other comparisons were made for degree and quality of participation. In both cases the "Other" group (which included professional staff members who were not trained librarians) expressed a less favorable attitude toward participation.

Membership in the state association and SELA made no difference for either directors or librarians and membership in ALA and AAUP made no difference for directors. However, librarians who were members of ALA and AAUP consistently scored significantly higher than non-members for all factors except Factor C under AAUP membership.

Librarians who regularly attended the conventions and/or meetings of the state association and ALA received significantly higher mean scores than those who did not attend. Such attendance was not a significant response

variable for the directors. SELA and AAUP attendance was not a significant response factor for either directors or librarians.

The item-by-item analysis of the thirty-four items in Section II of the questionnaire revealed there was a significant difference between the responses of directors and librarians for eighteen items and no significant difference for sixteen items. The findings of the item analysis are presented below according to the projected distribution of items by three major factors.

I. Factor A - Organizational structure.

A. Directors and librarians agreed that the most effective organizational structure for staff involvement in library management is one that provides a pattern of committees, task forces and councils.

B. Both directors and librarians strongly supported the concept of a faculty-type governance with the attendant rights, privileges and responsibilities for professional staff members.

C. Librarians supported participative management more strongly than did the directors. Neither group supported it as strongly as they did consultative management.

D. Seventy-five percent of the respondents strongly supported the practice of granting comparable promotions and salary increases to competent non-administrative librarians as are granted to administrators.

E. Librarians differed significantly from directors in their evaluation of the adequacy of committees, councils, etc., as means through which staff members can make contributions to decisions which affect them.

F. Directors felt more strongly than did librarians that ". . . committee activities provide significant opportunities for competent librarians who do not hold administrative positions in the organizational

structure." Both groups gave moderate support to the concept that such opportunities should be provided by committee activities.

G. Both groups stated that the major portion of committee, task force and council memberships are by administrative appointment and/or position. However, librarians differed significantly from directors in their belief that committee members should be elected by fellow librarians rather than being appointed by library administrators.

H. Librarians did not perceive themselves as being committee members meaningfully involved in major decisions concerning library policies and/or practices.

I. Librarians were stronger than directors in their support of the position that the informal organization significantly influences the operation and effectiveness of the formal organization.

II. Factor B - Perceived degree and quality of professional staff participation in decision making.

A. Ninety-one percent of the respondents agreed or strongly agreed that "the genuine involvement of professional staff members in such matters as peer evaluation, staff development, budgeting and program planning results in increased staff satisfaction.

B. Directors and librarians agreed that professional staff members should be more significantly involved in such activities as peer evaluation and review, program planning, budgeting and staff development.

C. Consultative management, as a desirable management practice, received the strongest support of both directors and librarians. Ninety-four percent gave it a score of 3.0, or better, on a scale of one to five.

D. Librarians stated that they received inadequate information and encouragement from their administrators for effective participation in decision-making.

E. Librarians and directors differed significantly concerning the involvement of new and/or young librarians in library decision-making.

F. Librarians described the quality of staff participation in decision-making as "fair," whereas, directors described it as "good."

G. Directors reported that they "almost always" made available to the library staff committee reports, recommendations and activities. However, librarians reported that such information was made available only "regularly."

H. The greatest difference between responses of the two groups concerned the acceptance and implementation of committee recommendations by library administrators. Directors perceived themselves as implementing such recommendations much more frequently than did the librarians.

III. Factor C - Perceived effectiveness of professional staff participation in decision-making.

A. Eighty-three percent of the respondents agreed that genuine involvement in library governance resulted in increased staff performance. Librarians were stronger in their support of this position than were library directors.

B. Directors expressed weak confidence in the ability of their existing management style to effectively and adequately meet the demands placed upon it, whereas, librarians responded at the "no opinion" level.

C. Librarians disagreed strongly with directors concerning the free flow of two-way communications within the library's organizational structure. They perceived it as being inadequate.

D. Librarians described the effectiveness of professional staff participation in decision-making as being near "ineffective" while directors described it as being "effective."

The factor analysis testing computed three factor analysis matrices. The G-image principle factor analysis was used to analyze the data and construct the matrices. This procedure combined the items into two major factors in the matrices for the librarians' group and the combined

groups. The researcher had previously grouped the items into three factor groups for testing.

Factor A, as determined by the factor analysis procedure, accounted for eighteen of the items and Factor B accounted for ten of the items in two factor matrices. Six of the items' correlation values did not reach the .30 significance level and, consequently, did not appear in either of the matrices.

Ten factors were discovered for the director's matrix when the eigenroot value of 1.00 was utilized to indicate significance. Although there were ten factors, most of the items loaded under three factors. Due to the small sample size and the wide distribution of values, no concrete pattern emerged. Ten factors were too many to be interpreted with logical rationale.

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

The purpose of this study was to secure relevant information on the formal organizational structure of selected university libraries for professional staff participation in the decision-making process and to determine the perceived degree, quality and effectiveness of such participation. In the study, the researcher sought to provide statistically reliable research data on participative management in university libraries that will aid librarians in the selection of a management style that can adequately meet the changing needs of libraries and librarians.

The attitudes of rank-and-file professional staff members and directors were compared. The data analysis revealed that there was a significant difference between the responses of the two groups for eighteen of the thirty-four items in Part II of the questionnaire.

The first part of this chapter presents the conclusions drawn from the results of the study. The second part of the chapter deals with a discussion of some of the implications of this study. The recommendations for further study are presented as part three of the chapter.

Conclusions

The following conclusions were drawn from the findings reported in Chapter IV.

1. Directors and librarians agreed that the most effective organizational structure for staff involvement in decision-making is one "that provides a pattern of committees, task forces, councils, etc., for staff members in all ranks and across departmental and/or subject areas." Librarians supported more strongly than did directors the involvement of all staff members through committee activities. Librarians felt more strongly than did directors that committee members should be elected by their fellow librarians rather than being appointed by library administrators.

2. A faculty-type governance with the attendant rights, privileges and responsibilities was viewed as being desirable by the majority of the respondents. This result supported the recent endorsement of faculty-type governance by the Association of College and Research Libraries.

3. Consultative management was preferred over participative management by both directors and librarians. Participative management was preferred over authoritarian management by both groups. Both groups stated that library administrators should seek as much staff input as is reasonably possible before making decisions on library policies and practices, but the administrator should make the final decision. They gave their strongest support to consultative management as a desirable library management style. This conclusion agreed with the staff position of the University of Tennessee in their evaluation of their management style.

4. The library directors perceived themselves as practicing a more participative-type management style than did the librarians. This fact appeared to account for the directors' higher score for participative management.

5. Librarians expressed serious doubts about the ability of the existing management style to

effectively and adequately meet the demands placed upon it.

6. The increased participation of professional staff members in such management activities as peer evaluation and review, program planning, budgeting and staff development results in increased staff satisfaction. This conclusion supports the findings of Marchant and Stewart in their dissertation studies. Such involvement affords the participants opportunities to help formulate policies that affect them, to grow professionally and to achieve a greater sense of self-actualization. Librarians thus involved become more supportive of the library's program and accept change more readily.

7. Librarians supported the concept that genuine involvement of staff members in library management results in increased performance, whereas, directors gave it a weak endorsement. Only experimental studies under controlled conditions will yield reliable answers to this question. Yet, one must support Likert's position that an organization's human resources are its most valuable assets and satisfied personnel are more valuable to it than are dissatisfied personnel. These human resources must receive the most careful and effective management. This management must include the maximum utilization of staff input.

8. Competent librarians in non-administrative positions should receive promotions and salary increases comparable to those for administrators. The data in this study supported the expressed need for an alternative career ladder. Competent librarians who have neither the desire nor the ability to become administrators should be able to progress professionally as subject specialists, catalogers, bibliographers, etc. However, the reported practices of promotions and salary increases fell far short of expectations.

9. The use of committees in library governance appeared to be limited, rather ineffective and unsatisfactory, as far as librarians were concerned. They did not perceive themselves as being meaningfully involved in committee activities that significantly influenced library policies and practices. There appeared to be inadequate two-way communication and directors did not appear to

be responsive enough to committee recommendations. The directors differed significantly in their responses in all of these areas.

10. The quality of professional staff participation in decision-making in university libraries can be described as being only "fair." This can be due to many contributing factors such as the lack of or inadequate staff preparation for such responsibilities, inadequate encouragement from library administrators, poor communication, unwillingness of staff members to assume new roles, etc.

11. New and/or younger professional staff members are only minimally involved in decision-making in university libraries.

12. The independent variables of age, experience, tenure in present position, education, marital status, professional membership and activity in professional associations were not significant response factors for library directors. There were no female or non-Caucasian directors in the target population.

13. Race was a significant response factor for Blacks when they were compared with Caucasians. Blacks felt a stronger need for greater involvement in library governance.

14. Professional experience, age, sex, marital status and tenure in present position were relatively insignificant as response factors for librarians. Librarians who belonged to and were active in the American Library Association and American Association of University Professors were much stronger in their support of a participative type management than were inactive members or non-members.

Implications of Conclusions

The findings of this study indicate that a serious communications gap exists between library directors and rank-and-file librarians. There was a rather strong disagreement concerning the type of management style being

practiced. Librarians did not perceive themselves as having adequate input into decision-making and library management. They wanted greater opportunities for self-actualization and professional growth and development. They viewed greater professional staff participation in decision-making as a means of improving the library's program and their own position.

The further deterioration of communications will polarize library management and library employees and shackle the improvement of library programs. Both library administrators and staff members must initiate efforts to achieve the desired changes and results.

Library administrators must assume the leadership role in bringing about greater and more significant staff involvement in library management. They need to provide more needed information for wise decision-making, more encouragement of staff participation and more staff development programs.

The changing role of the library administrator is becoming more and more evident as indicated by McAnally and Downs. The pressures for change are being applied from all sides. Communication must be expanded and improved. Authority and responsibility must be delegated throughout the organization to achieve maximum utilization of personnel. Management at all levels, especially at the middle-management level, must be re-examined and improved.

The adoption of a more democratic management style will not minimize the director's role, but will enhance it. As his role is restructured, he will view the library's program more realistically and his leadership influence will increase.

Rank-and-file professional staff members need to recognize the opportunities for and advantages of greater staff participation in library governance and, consequently, prepare themselves to become meaningfully involved. They must be willing to make the extra efforts that are required for the success of participative management.

Although age and experience were relatively insignificant response factors, new and/or younger staff members should be afforded more opportunities for increased input into major library policies and practices through more significant committee activities and delegated authority and responsibility.

The total absence of women and members of minority races from the directors' group reflected an apparent bias in the employment of these groups as library directors. Feminists and affirmative action officers will surely be concerned with rectifying this situation.

Participative management is certainly no panacea for the many management problems facing university libraries. However, the many advantages that it offers make it an attractive alternative to the traditional authoritarian

management style practiced in university libraries. The trend toward a more participative-type management in libraries will continue. Librarians will become more involved in such matters as peer evaluation and review, program planning, budgeting, staff development, and job enrichment.

The findings of this study indicated that consultative management was preferred by the majority of the respondents. This management style, when properly practiced by competent and knowledgable administrators, provides for maximum staff input into decision-making. The legal structure and administrative requirements of universities hold the chief library administrator responsible for the university library's operation. As long as this is true, the director will be required to make the final decisions on library matters. Consequently, perhaps consultative management affords as much participation as is desirable and as much as can be legally provided.

Recommendations for Further Research

Based upon the findings of this study the following recommendations for further research should be considered:

1. Experimental studies on management styles in libraries should be conducted under controlled conditions with clearly defined criteria and quantifiable production units to determine if increased staff participation in management results in increased performance. Sales found that experiemntal studies in business and industry

show no consistent superiority of one style over another in terms of productivity, but that survey data support the hypothesis that democratic supervision leads to higher production than does authoritarian supervision. Most of the evidence concerning library management is no more than survey data and/or opinion.

2. This study should be repeated in approximately five years, using a well-tested measuring instrument, to determine what changes in library management have transpired. The comments of several librarians, as reported in Appendix C, indicated that library management styles are rapidly undergoing change due to such factors as new directors, the adoption of the Association of Research Libraries' MRAP program, the adoption of a faculty-type governance, etc.

3. Research projects should be conducted to study the nature and influence of the informal organization in libraries. Librarians are individuals who live and work as social beings and who are influenced and controlled by peer pressure. How does such pressure affect the effectiveness of the formal organization? Answers should be sought for such questions as: Who is involved in and uses this organization? For what purpose is it used? How can it be used to support and promote the library's program?

4. Studies need to be conducted to help resolve the question of labor unions versus participative management in university libraries. Are the two mutually exclusive or can they both exist in the same environment? Can one adequately meet the needs of librarians more effectively than the other?

5. A comparative study of management styles in university libraries and other types of libraries would be beneficial to all concerned. Can the management style of one type of library be applicable to other types of libraries? What are the communalities and/or differences among the various types of libraries that would influence the management style adopted?

APPENDICES

APPENDIX A

I. COVER LETTER TO DIRECTORS

II. A. FORM GRANTING PERMISSION TO CONTACT PROFESSIONAL STAFF MEMBERS

B. FORM FOR REPORTING NAMES OF PROFESSIONAL STAFF MEMBERS

III. QUESTIONNAIRE TO DIRECTORS

IV. QUESTIONNAIRE ANSWER SHEET

MISSISSIPPI STATE UNIVERSITY

MITCHELL MEMORIAL LIBRARY
P. O. BOX 5408
MISSISSIPPI STATE, MISSISSIPPI 39762
PHONE: 325-4225

December 10, 1974

Dear

As a library administrator you are very much aware of the current concern over management styles and practices in libraries today and the changes that are occuring. All of us will agree that change is inevitable and desirable. There is no one best way to organize and manage libraries. We must examine the many variables and identify the factors that relate to effective performance and satisfaction as we adopt new management styles.

I am engaged in a study of the patterns and organizational structure for professional staff participation in the decision making process in academic libraries and how they relate to the degree and quality of participation. Information will be obtained from both top library administrators and rank-and-file librarians in university libraries that are members of the Association of Southeastern Research Libraries. The data collected will be used in my doctoral dissertation for the School of Library Science at Florida State University. The analysis and conclusions of this study will be made available to interested participants in the study.

I realize that your time is valuable and many demands are made upon it by your heavy work load. But, will you please participate in this study by taking a few minutes to complete the enclosed questionnaire and grant me permission to survey a random sample of your professional staff? Please submit a list of your professional staff on the enclosed form.

I will be most appreciative if you will be so cooperative and generous as to participate in this study. A postage-paid, self-addressed envelope is enclosed for your convenience. Your response will be kept in strict confidence. An immediate response would be appreciated.

Please feel free to make comments as you so desire about the questionnaire or any part of it. Thank you for your participation and cooperation.

Sincerely yours,

George Lewis

George Lewis
Doctoral Candidate

John M. Goudeau

John M. Goudeau, Ph.D.
Major Professor
School of Library Science
Florida State University

Enclosures

Permission is hereby granted George Lewis to survey by questionnaire members of the professional staff of this library on practices and perceptions concerning professional staff participation in the decision-making process in university libraries.

Signed_____ Date_____

Position_____

Library_____

Please list below by name and position the members of your professional staff.

Name	Position

(Please use additional sheets as necessary.)

THE FLORIDA STATE UNIVERSITY
SCHOOL OF LIBRARY SCIENCE

A SURVEY OF LIBRARY ADMINISTRATORS AND LIBRARIANS TO DETERMINE THE PRACTICES AND PERCEPTIONS OF PROFESSIONAL STAFF PARTICIPATION IN DECISION-MAKING IN UNIVERSITY LIBRARIES

The purpose of this questionnaire is to secure information on the organizational structure for professional staff participation in decision-making in university libraries and to determine the degree, quality and effectiveness of such participation as perceived by top library administrators and rank-and-file librarians. Your participation is essential in order to secure the desired information. Your response will be kept in strict confidence. The results of the study will be made available to interested respondents and will be published.

Please respond to every item and return the completed questionnaire immediately in the enclosed self-addressed stamped envelope. Thank you for your assistance in this important study.

SECTION 1: BIOGRAPHICAL DATA

Directions: Your answers to the questions in Section 1 are to be recorded on the enclosed answer sheet in the small area in the upper right hand corner that provides for ten answer choices. Read each question and its numbered answers. When you have determined the correct answer blacken the corresponding space on the enclosed answer sheet with a No. 2 pencil. Make your mark as long as the pair of lines, and completely fill the area between the pair of lines. If you change your mind, erase your first mark completely. Please do not make any stray marks.

A. In what type of institution do you work?
(1) Public (2) Private

B. How many years have you worked at your present institution?
(1) Less than one
(2) 1-4
(3) 5-9
(4) 10-14
(5) 15-19
(6) 20-24
(7) 25-29
(8) 30 or longer

C. How many years have you worked as a professional librarian?
(1) Less than one
(2) 1-4
(3) 5-9
(4) 10-14
(5) 15-19
(6) 20-24
(7) 25-29
(8) 30-34
(9) 35 or longer

D. Which of the following is your age group?
(1) Under 25
(2) 25-34
(3) 35-44
(4) 45-54
(5) 55-64
(6) 65 or over

E. What is your sex? (1) Female (2) Male

F. What is your race? (1) American Indian (2) Black (Negro) (3) Caucasian (4) Oriental (5) Other (Specify) _____

G. What is your marital status? (1) Single (2) Married (3) Divorced (4) Widowed

H. What is the highest degree you have earned?
(1) Bachelor's
(2) Master's
(3) Doctor's
(4) Other (Specify) _____

I. To which of the following associations do you belong?
(1) Your state Association
(2) Southeastern Library Association
(3) American Library Association
(4) AAUP
(5) None of the above
(6) Other (Specify) _____

J. Which of the following Associations' conventions and/or meetings do you attend regularly?
(1) Your state Association
(2) Southeastern Library Association
(3) American Library Association
(4) AAUP
(5) None of the above
(6) Other (Specify) _____

SECTION II: PRACTICES AND PERCEPTIONS MEASUREMENT

The response desired in this section is your true attitude or perception of current practices. Please select the numbered answer which represents your level of agreement or disagreement with each statement in accordance with the scale given below. When you have selected your answer, blacken the corresponding space on the enclosed answer sheet with a No. 2 pencil.

SA-Strongly agree; A-Agree; N-No opinion; D-Disagree; SD-Strongly disagree

1. The genuine involvement of professional staff members in such matters as peer evaluation, staff development, planning, budgeting and program planning results in increased staff satisfaction.
(1) (2) (3) (4) (5)
SA A N D SD

2. The genuine involvement of professional staff members in such matters as peer evaluation, staff development, planning, budgeting and program planning results in increased staff performance.
(1) (2) (3) (4) (5)
SA A N D SD

3. The existing management style in my library is effective and adequate to meet the many demands placed upon it.
(1) (2) (3) (4) (5)
SA A N D SD

4. The most effective organizational structure for professional staff involvement is one that provides a pattern of committees, task forces, councils, etc., for staff members in all ranks and across departmental and/or subject areas.
(1) (2) (3) (4) (5)
SA A N D SD

5. The top administrators in my library provide professional staff members needed information and encourage them to participate in decision-making.
(1) (2) (3) (4) (5)
SA A N D SD

6. My administrators regularly involve new and/or young professional staff members in decisions affecting major library policies.
(1) (2) (3) (4) (5)
SA A N D SD

7. The top administrators in my library accept and make maximum use of suggestions made by rank-and-file librarians.
(1) (2) (3) (4) (5)
SA A N D SD

8. My library has adequate committees, task forces, councils and staff organizations for professional staff members to make contributions to decisions that affect them.
(1) (2) (3) (4) (5)
SA A N D SD

9. I would rather be left alone to do my own job than to be involved in various committee activities that are time consuming and of questionable value.
(1) (2) (3) (4) (5)
SA A N D SD

10. In my library the informal organization (interpersonal relationships other than formal working relationships, which will include the "grapevine") significantly influences the operation of the formal organization.
(1) (2) (3) (4) (5)
SA A N D SD

11. I am a member of one (or more) committee(s), council(s), or task force(s) that is (are) meaningfully involved in major decisions concerning library practices and/or policies.
(1) (2) (3) (4) (5)
SA A N D SD

12. Committee activities, reports and recommendations are made available to the library staff.

(1)	(2)	(3)	(4)	(5)
Never	Seldom	Regularly	Almost Always	Always

13. Committee recommendations are accepted and implemented by top library administrators.

(1)	(2)	(3)	(4)	(5)
Never	Seldom	Regularly	Almost Always	Always

14. In my library there is free flow of information both up and down the organization structure.
(1) (2) (3) (4) (5)
SA A N D SD

18. The quality of staff participation in decision-making in my library can be described as:

(1)	(2)	(3)	(4)	(5)
Poor	Fair	Good	Very Good	Excellent

16. The effectiveness of professional staff participation in decision-making in my library can be described as:

(1)	(2)	(3)
Ineffective	Effective	Highly Effective

For the following statements select the number on the scale which represents the amount of behavior as you perceive it. Please mark your answer on the enclosed answer sheet.

There should be a minimum of committees, task forces, councils, etc., to make decisions on library matters.

17. To what degree is this now practiced?
(Min) (1) (2) (3) (4) (5) (Max)

19. To what degree should it be practiced?
(Min) (1) (2) (3) (4) (5) (Max)

Library administrators should seek as much in put as is reasonably possible before making decisions on library policies and practices, but the final decision should be that of the administrator.

19. To what degree is this now practiced?
(Min) (1) (2) (3) (4) (5) (Max)

20. To what degree should it be practiced?
(Min) (1) (2) (3) (4) (5) (Max)

In my library committee activities provide significant leadership opportunities for competent librarians who do not hold administrative positions in the organizational structure.

21. To what degree is this now practiced?
(Min) (1) (2) (3) (4) (5) (Max)

22. To what degree should this be practiced?
(Min) (1) (2) (3) (4) (5) (Max)

Membership of committees, task forces, councils, etc., should be by administrative appointment and/or position only.

23. To what degree is this now practiced?
(Min) (1) (2) (3) (4) (5) (Max)

24. To what degree should this be practiced?
(Min) (1) (2) (3) (4) (5) (Max)

Professional staff members should have a voice (perhaps a vote) in all major library decisions regardless of the rank and/or position of the staff member.

25. To what degree is this now practiced?
(Min) (1) (2) (3) (4) (5) (Max)

26. To what degree should this be practiced?
(Min) (1) (2) (3) (4) (5) (Max)

In my library competent librarians not in administrative positions receive promotions and salary increases comparable to those in administrative positions.

27. To what degree is this now practiced?
(Min) (1) (2) (3) (4) (5) (Max)

28. To what degree should this be practiced?
(Min) (1) (2) (3) (4) (5) (Max)

In my library the professional staff members have a faculty-type governance and the attendant rights, privileges and responsibilities.

29. To what degree is this now practiced?
(Min) (1) (2) (3) (4) (5) (Max)

30. To what degree should this be practiced?
(Min) (1) (2) (3) (4) (5) (Max)

Members of committees should be elected by their fellow librarians rather than being appointed by the top library administrators.

31. To what degree is this now practiced?
(Min) (1) (2) (3) (4) (5) (Max)

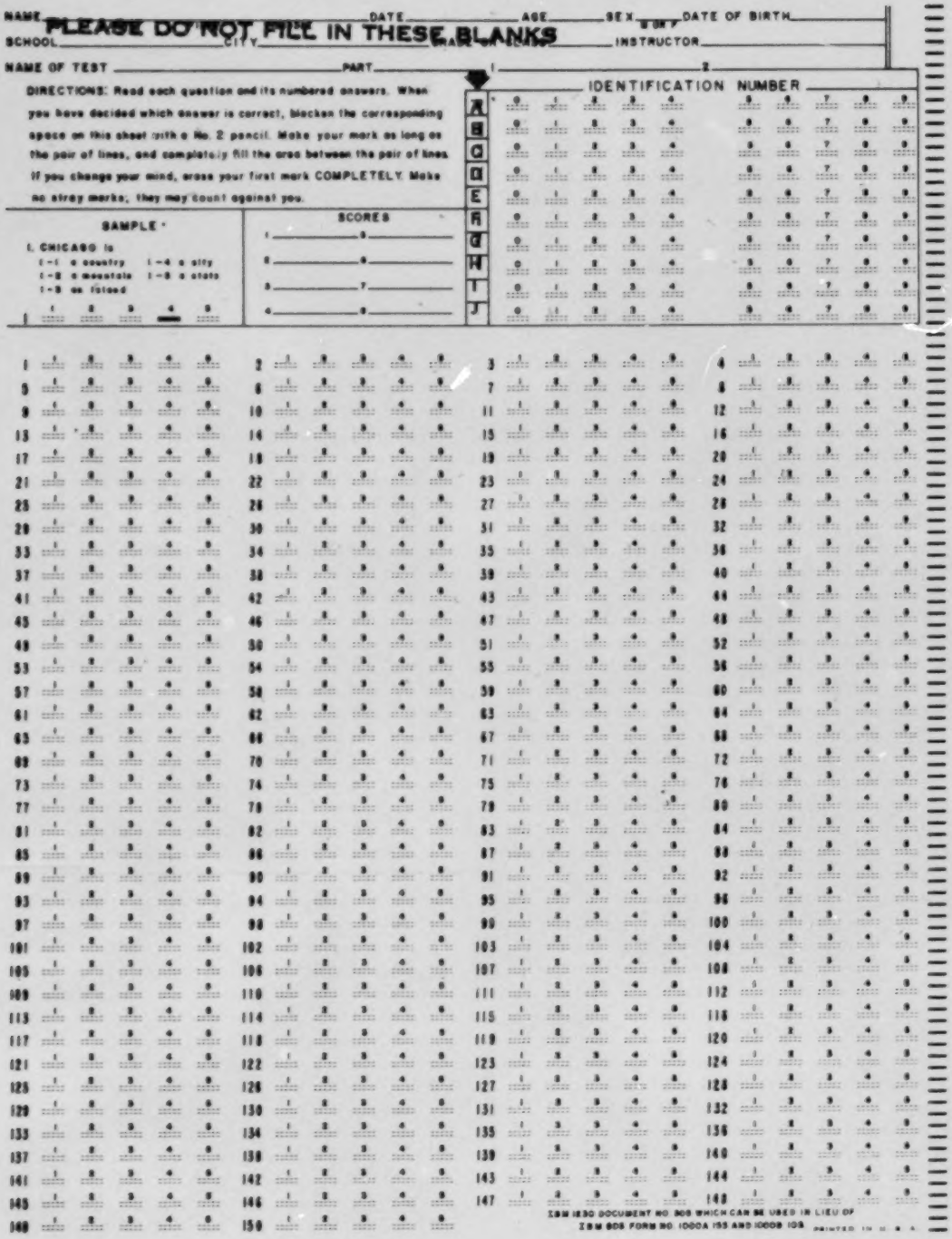
32. To what degree should this be practiced?
(Min) (1) (2) (3) (4) (5) (Max)

In my library professional staff members are significantly involved in such activities as peer evaluation and review, program planning, staff development and budgeting.

33. To what degree is this now practiced?
(Min) (1) (2) (3) (4) (5) (Max)

34. To what degree should this be practiced?
(Min) (1) (2) (3) (4) (5) (Max)

35. Comments:



NAME _____ DATE _____ AGE _____ SEX _____ DATE OF BIRTH _____

SCHOOL _____ CITY _____ INSTRUCTOR _____

NAME OF TEST _____ PART _____

PLEASE DO NOT FILL IN THESE BLANKS

DIRECTIONS: Read each question and its numbered answers. When you have decided which answer is correct, blacken the corresponding space on this sheet with a No. 2 pencil. Make your mark as long as the pair of lines, and completely fill the area between the pair of lines. If you change your mind, erase your first mark COMPLETELY. Make no stray marks; they may count against you.

SAMPLE

I. CHICAGO is
1—1 a country 1—4 a city
1—2 a mountain 1—5 a state
1—3 an island

SCORES

IDENTIFICATION NUMBER

IBM 1230 DOCUMENT NO. 905 WHICH CAN BE USED IN LIEU OF IBM 905 FORM NO. 1000A 155 AND 1000B 105

APPENDIX B

I. ORIGINAL LETTER TO PROFESSIONAL STAFF MEMBERS

II. QUESTIONNAIRE TO PROFESSIONAL STAFF MEMBERS

III. QUESTIONNAIRE ANSWER SHEET

IV. FOLLOW-UP LETTER TO PROFESSIONAL STAFF MEMBERS

MISSISSIPPI STATE UNIVERSITY

MITCHELL MEMORIAL LIBRARY
P. O. BOX 5408
MISSISSIPPI STATE, MISSISSIPPI 39762
PHONE: 325-4225

February 12, 1975

Dear Fellow Librarian:

I am sure that you as a professionally active librarian are aware of the current concern over management practices in libraries today and the changes that are occuring. All of us will agree that change is inevitable and desirable. There is no one best way to organize and manage libraries. We must examine the many variables and identify the factors that relate to effective performance and satisfaction as we adopt new management styles.

I am engaged in a study of the patterns and organizational structure for professional staff participation in the decision making process in academic libraries and how they relate to the degree and quality of participation. Information will be obtained from both top library administrators and rank-and-file librarians in university libraries that are members of the Association of Southeastern Research Libraries. The data collected will be used in my doctoral dissertation for the School of Library Science at Florida State University. The analysis and conclusions of this study will be made available to interested participants in the study.

I will be most appreciative if you will be so cooperative and generous as to participate in this study. A postage-paid, self-addressed envelope is enclosed for your convenience. Your response will be kept in strict confidence. An immediate response would be appreciated.

Your questionnaire has been coded for the sole purpose of helping determine who has returned the questionnaire. Your response will not be identified for any other purpose.

Please feel free to make comments as you so desire about the questionnaire or any part of it. Thank you for your participation and cooperation.

Sincerely yours,

George Lewis

George Lewis
Doctoral Candidate

John M. Goudeau

John M. Goudeau, Ph.D.
Major Professor
School of Library Science
Florida State University

Enclosures

THE FLORIDA STATE UNIVERSITY
SCHOOL OF LIBRARY SCIENCE

A SURVEY OF LIBRARY ADMINISTRATORS AND LIBRARIANS TO DETERMINE THE PRACTICES AND PERCEPTIONS OF PROFESSIONAL STAFF PARTICIPATION IN DECISION-MAKING IN UNIVERSITY LIBRARIES

The purpose of this questionnaire is to secure information on the organizational structure for professional staff participation in decision-making in university libraries and to determine the degree, quality and effectiveness of such participation as perceived by top library administrators and rank-and-file librarians. Your participation is essential in order to secure the desired information. Your response will be kept in strict confidence. The results of the study will be made available to interested respondents and will be published.

Please respond to every item and return the completed questionnaire immediately in the enclosed self-addressed stamped envelope. Thank you for your assistance in this important study.

SECTION 1: BIOGRAPHICAL DATA

Directions: Your answers to the questions in Section 1 are to be recorded on the enclosed answer sheet in the small area in the upper right hand corner that provides for ten answer choices. Read each question and its numbered answers. When you have determined the correct answer blacken the corresponding space on the enclosed answer sheet with a No. 2 pencil. Make your mark as long as the pair of lines, and completely fill the area between the pair of lines. If you change your mind, erase your first mark **completely**. Please do not make any stray marks.

A. In what type of institution do you work?
(1) Public (2) Private

B. How many years have you worked at your present institution?
(1) Less than one
(2) 1-4
(3) 5-9
(4) 10-14
(5) 15-19
(6) 20-24
(7) 25-29
(8) 30 or longer

C. How many years have you worked as a professional librarian?
(1) Less than one
(2) 1-4
(3) 5-9
(4) 10-14
(5) 15-19
(6) 20-24
(7) 25-29
(8) 30-34
(9) 35 or longer

D. Which of the following is your age group?
(1) Under 25
(2) 25-34
(3) 35-44
(4) 45-54
(5) 55-64
(6) 65 or over

E. What is your sex? (1) Female (2) Male

F. What is your race? (1) American Indian (2) Black (Negro) (3) Caucasian (4) Oriental (5) Other (Specify) _____

G. What is your marital status? (1) Single (2) Married (3) Divorced (4) Widowed

H. What is the highest degree you have earned?
(1) Bachelor's
(2) Master's
(3) Doctor's
(4) Other (Specify) _____

I. To which of the following associations do you belong?
(1) Your state Association
(2) Southeastern Library Association
(3) American Library Association
(4) AAUP
(5) None of the above
(6) Other (Specify) _____

J. Which of the following Associations' conventions and/or meetings do you attend regularly?
(1) Your state Association
(2) Southeastern Library Association
(3) American Library Association
(4) AAUP
(5) None of the above
(6) Other (Specify) _____

SECTION II: PRACTICES AND PERCEPTIONS MEASUREMENT

The response desired in this section is your true attitude or perception of current practices. Please select the numbered answer which represents your level of agreement or disagreement with each statement in accordance with the scale given below. When you have selected your answer, blacken the corresponding space on the enclosed answer sheet with a No. 2 pencil.

SA-Strongly agree; A-Agree; N-No opinion; D-Disagree; SD-Strongly disagree

1. The genuine involvement of professional staff members in such matters as peer evaluation, staff development, planning, budgeting and program planning results in increased staff satisfaction.
(1) (2) (3) (4) (5)
SA A N D SD

2. The genuine involvement of professional staff members in such matters as peer evaluation, staff development, planning, budgeting and program planning results in increased staff performance.
(1) (2) (3) (4) (5)
SA A N D SD

3. The existing management style in my library is effective and adequate to meet the many demands placed upon it.
(1) (2) (3) (4) (5)
SA A N D SD

4. The most effective organizational structure for professional staff involvement is one that provides a pattern of committees, task forces, councils, etc., for staff members in all ranks and across departmental and/or subject areas.
(1) (2) (3) (4) (5)
SA A N D SD

5. The top administrators in my library provide professional staff members needed information and encourage them to participate in decision-making.
(1) (2) (3) (4) (5)
SA A N D SD

6. My administrators regularly involve new and/or young professional staff members in decisions affecting major library policies.
(1) (2) (3) (4) (5)
SA A N D SD

7. The top administrators in my library accept and make maximum use of suggestions made by rank-and-file librarians.
(1) (2) (3) (4) (5)
SA A N D SD

8. My library has adequate committees, task forces, councils and staff organizations for professional staff members to make contributions to decisions that affect them.
(1) (2) (3) (4) (5)
SA A N D SD

9. I would rather be left alone to do my own job than to be involved in various committee activities that are time consuming and of questionable value.
(1) (2) (3) (4) (5)
SA A N D SD

10. In my library the informal organization (interpersonal relationships other than formal working relationships, which will include the "grapevine") significantly influences the operation of the formal organization.
(1) (2) (3) (4) (5)
SA A N D SD

11. I am a member of one (or more) committee(s), council(s), or task force(s) that is (are) meaningfully involved in major decisions concerning library practices and/or policies.
(1) (2) (3) (4) (5)
SA A N D SD

12. Committee activities, reports and recommendations are made available to the library staff.
(1) Never (2) Seldom (3) Regularly (4) Almost Always (5) Always

13. Committee recommendations are accepted and implemented by top library administrators.
(1) Never (2) Seldom (3) Regularly (4) Almost Always (5) Always

14. In my library there is free flow of information both up and down the organization structure.
(1) (2) (3) (4) (5)
SA A N D SD

15. The quality of staff participation in decision-making in my library can be described as:

(1)	(2)	(3)	(4)	(5)
Poor	Fair	Good	Very Good	Excellent

16. The effectiveness of professional staff participation in decision-making in my library can be described as:

(1)	(2)	(3)
Ineffective	Effective	Highly Effective

For the following statements select the number on the scale which represents the amount of behavior as you perceive it. Please mark your answer on the enclosed answer sheet.

There should be a minimum of committees, task forces, councils, etc., to make decisions on library matters.

17. To what degree is this now practiced?
(Min) (1) (2) (3) (4) (5) (Max)

18. To what degree should it be practiced?
(Min) (1) (2) (3) (4) (5) (Max)

Library administrators should seek as much input as is reasonably possible before making decisions on library policies and practices, but the final decision should be that of the administrator.

19. To what degree is this now practiced?
(Min) (1) (2) (3) (4) (5) (Max)

20. To what degree should it be practiced?
(Min) (1) (2) (3) (4) (5) (Max)

In my library committee activities provide significant leadership opportunities for competent librarians who do not hold administrative positions in the organizational structure.

21. To what degree is this now practiced?
(Min) (1) (2) (3) (4) (5) (Max)

22. To what degree should this be practiced?
(Min) (1) (2) (3) (4) (5) (Max)

Membership of committees, task forces, councils, etc., should be by administrative appointment and/or position only.

23. To what degree is this now practiced?
(Min) (1) (2) (3) (4) (5) (Max)

24. To what degree should this be practiced?
(Min) (1) (2) (3) (4) (5) (Max)

Professional staff members should have a voice (perhaps a vote) in all major library decisions regardless of the rank and/or position of the staff member.

25. To what degree is this now practiced?
(Min) (1) (2) (3) (4) (5) (Max)

26. To what degree should this be practiced?
(Min) (1) (2) (3) (4) (5) (Max)

In my library competent librarians not in administrative positions receive promotions and salary increases comparable to those in administrative positions.

27. To what degree is this now practiced?
(Min) (1) (2) (3) (4) (5) (Max)

28. To what degree should this be practiced?
(Min) (1) (2) (3) (4) (5) (Max)

In my library the professional staff members have a faculty-type governance and the attendant rights, privileges and responsibilities.

29. To what degree is this now practiced?
(Min) (1) (2) (3) (4) (5) (Max)

30. To what degree should this be practiced?
(Min) (1) (2) (3) (4) (5) (Max)

Members of committees should be elected by their fellow librarians rather than being appointed by the top library administrators.

31. To what degree is this now practiced?
(Min) (1) (2) (3) (4) (5) (Max)

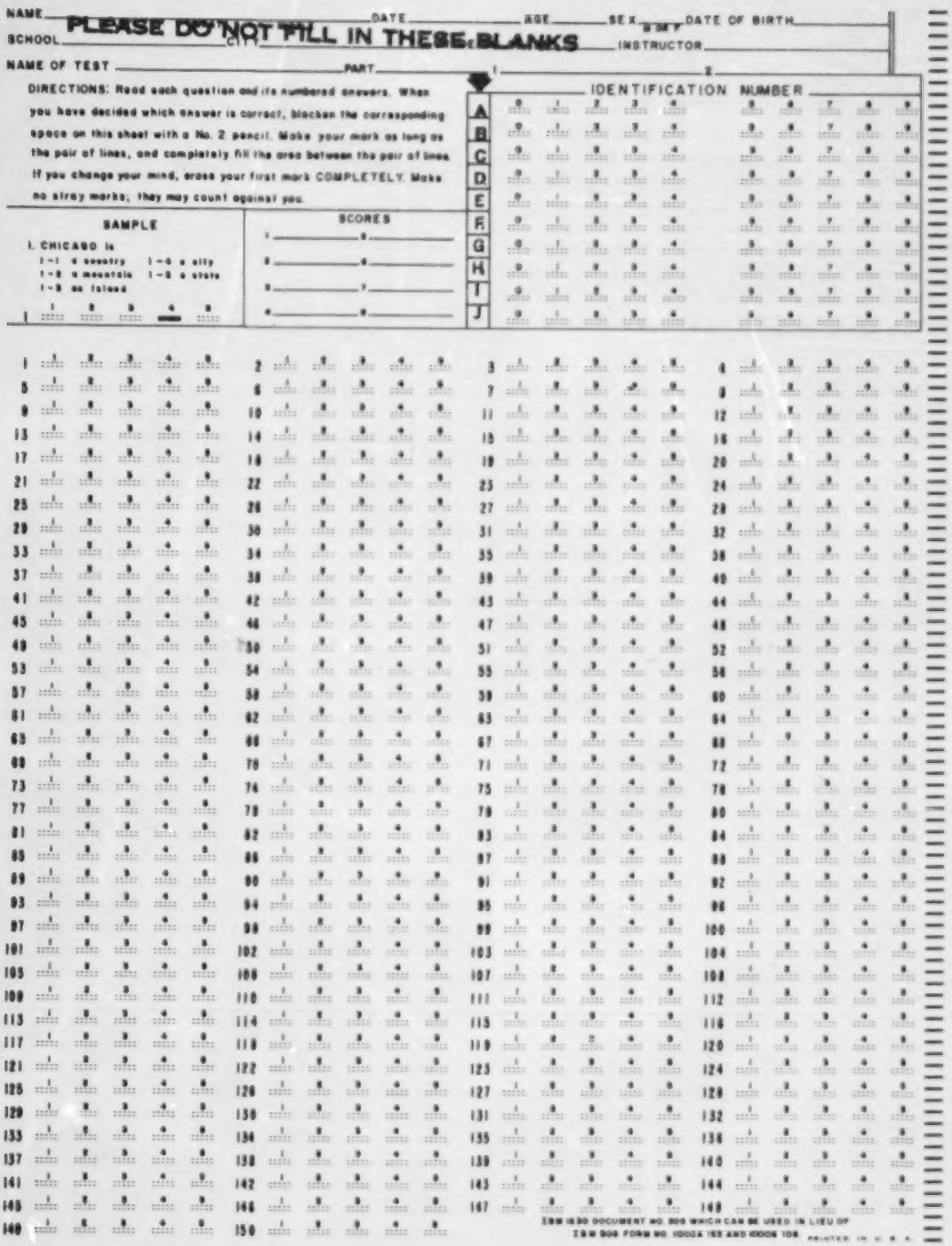
32. To what degree should this be practiced?
(Min) (1) (2) (3) (4) (5) (Max)

In my library professional staff members are significantly involved in such activities as peer evaluation and review, program planning, staff development and budgeting.

33. To what degree is this now practiced?
(Min) (1) (2) (3) (4) (5) (Max)

34. To what degree should this be practiced?
(Min) (1) (2) (3) (4) (5) (Max)

35. Comments:


NAME
DATE
AGE
SEX
DATE OF BIRTH
SCHOOL
CITY
INSTRUCTOR
NAME OF TEST
PART
PLEASE DO NOT FILL IN THESE BLANKS
DIRECTIONS: Read each question and its numbered answers. When you have decided which answer is correct, blacken the corresponding space on this sheet with a No. 2 pencil. Make your mark as long as the pair of lines, and completely fill the area between the pair of lines. If you change your mind, erase your first mark COMPLETELY. Make no stray marks; they may count against you.
IDENTIFICATION NUMBER
SAMPLE
1. CHICAGO is
1-1 a country
1-2 a mountain
1-3 an island
1-4 a city
1-5 a state
SCORES

MISSISSIPPI STATE UNIVERSITY

MITCHELL MEMORIAL LIBRARY
P. O. BOX 5406
MISSISSIPPI STATE, MISSISSIPPI 39762
PHONE: 325-4225

March 3, 1975

Dear

On February 12, 1975, I sent you a questionnaire concerning professional staff participation in the decision-making process in university libraries, the subject of my dissertation. This is a topic of great interest to librarians today which should be seriously researched. My study will make a valuable contribution to this research. However, I need your cooperation and assistance to make this study as meaningful as possible.

Please take a few minutes now from your busy schedule to respond to the questionnaire and return it immediately to me in the stamped, self-addressed envelope that accompanied the questionnaire. Do not fold the answer sheet as it will be machine scored and creases will disrupt this process.

Your director knows about this study and gave me permission to use members of your staff in the study. You and several other librarians were randomly selected to represent your library in this research project. Your response will be kept strictly confidential. Whether you agree or disagree with the concept of participative management, please take this opportunity to make known in this research project your perceptions. As near a 100% response as possible is needed and your personal response will help assure a strong study. If, for some reason, your questionnaire has been lost or destroyed I will send you another one.

Your assistance and prompt response will be greatly appreciated. Please excuse this reminder if it and your response crossed in ths mail. Thank you.

Sincerely yours,

George Lewis

George Lewis
Director of Libraries

GL/lcs

APPENDIX C

I. COMMENTS OF DIRECTORS

II. COMMENTS OF PROFESSIONAL STAFF MEMBERS

I. COMMENTS OF DIRECTORS

The percentage of directors offering comments was considerably smaller than that of rank-and-file professional staff members. Directors appeared to be less receptive toward participatory management than did professional staff members. The following comments reflect their attitudes.

> The degree and quality of participation of staff members depend upon the problem or policy that is to be resolved or formulated. A Director of a library, because of the unique responsibilities delegated to him by the University Administration, must make decisions independent of staff participation.
>
> . . . We plan to institute a Library Faculty Concept that will alter many of (my) answers.
>
> It is my position that there should be appropriate committees assigned to study problems and then make recommendations to use through my Cabinet, which consists of Department Heads. I feel I am not bound by their recommendations but that I would have to have an exceptionally strong reason to overrule a recommendation. To date, I have accepted all Cabinet recommendations.
>
> I think many librarians prefer the firm lines of authority of the pyramid administrative structure. They become rather marginal when assigned duties of evaluation, development, etc. . . . Until 1973 the informal lines dominated the organization. I have tried to defuse that situation by dissemination of more information, committee work, participation, etc. . . . Administrative appointments (to committees) are sometimes preferable when technical expertise is required. Otherwise, election is usually preferable. . . . Librarians are just now beginning to think of themselves as faculty, and beginning to act accordingly.
>
> . . . We have strong staff participation in our management scheme. We involve people in matters about which they are knowledgable or those in which they have

a personal stake. Long hours on committees frequently serve little purpose. The strength in this library is the department. Most of our day-to-day operations are run at the department level. We have committees for various aspects of the operation made up of concerned people.

. . . In a large complex library there is no way in which all staff members could possibly be involved in staff development, planning, budgeting, and program planning just because of the complexities of various departments and because other professional staff members, besides librarians, handle many of these functions.

I am sure you realize this is against the latest popular fad towards participative management but that trend is not affecting large libraries, as ARL studies have pointed out. Participative management is not taking place in large libraries for a very good reason. We are far too complex and too large to have such total involvement. Staff involvement in decision-making does take place, but at the departmental level. For example, if you are paying a department head $16,000 a year, it is wasteful not to involve that individual in some overall committees dealing with library management. Simultaneously, it is wasteful to involve other staff members with less experience and obviously less capacility in the making of key policy decisions.

I believe that it is necessary for us to make our staff believe that if they are involved in their work and in their departments, they can rise within the ranks and make their opinions felt at a higher level. Therefore, we foster techniques and practices which are attempting to foster this belief while simultaneously making sure that everyone involved realizes that the organizational structure is necessarily large and complex and that no person, including the director of libraries, knows all things necessary to make overall policy decisions without asking the advice of other personnel who have specialized expertise.

II. COMMENTS OF PROFESSIONAL STAFF MEMBERS

Many of the comments of the rank-and-file professional staff members are as interesting and informative as their answers to the questionnaire. Some of these comments are included here for the additional information they contribute to the study. They are divided roughly into four categories as follows: (1) Comments upon present practices; (2) Comments in favor of participative style of management; (3) Comments against participative style of management; and (4) Comments concerning changes in management styles. One respondent's comments have been quoted in a separate category.

Comments Upon Present Practices

> This library makes a significant effort to involve librarians in certain decision-making functions, but final approval is reserved to the administration. All too often committee reports and procedural changes die at the administrative level for lack of attention.

> As is evident, I am pretty high on the Administration here. It is a young, new administration that is bending over backward to make this a "participatory democracy." If anything, they sometimes over do it. They have made some mistakes (according to the general consensus) but on the whole it is a good, flexible, progressive atmosphere in which to work.

> Obviously, we lack participatory management here! A favored few are consulted, but 99% of the professional staff never has an opportunity to make suggestions with any expectation of being taken seriously. Staff morale is at ground zero.

There is very little exchange of information between administration and rank-and-file librarians. Very rarely do librarians other than department heads have any input into the system.

. . . the professional librarians in my library are in the process of working toward more participation in the decision-making phases of administration. As it now stands, the only way we have to find out about decisions that affect us is to be in the staff lounge when the director takes his coffee break!

Though a Library Council exists in name, it has not been called into session since the appointment of the present top administrator. The recommendations of certain staff members concerning administrative matters are frequently accepted without question.

Younger staff members are heavily involved and probably have considerable influence. Long-time staff members and department heads have little or no influence.

Here we have faculty status and rank, but no faculty governance whatsoever (as defined by the ACRL Standards). . . . however, a committee has been <u>appointed</u> (!) to study methods of governance suitable to academic libraries.

My library system has many branch and satellite libraries making it difficult to grasp the complete picture. The different collections have different levels of autonomy from the head office. In my area, we are completely away from the major channels of information.

Most librarians here feel our director is trying to do a good job, but is too disorganized to carry out anything effectively. It also seems that many are not satisfied with a lot of library policies pertaining to them, but they are too afraid to say anything so they only gripe to one another. I feel that all professional staff members should have a voice in matters which directly affect them or their work, but not in <u>every</u> library decision.

With the arrival of a new director . . . there was great hope of improved staff participation in decision-making. . . . The new regime has proven to be authoritarian in the extreme. . . . There are few people in the same department today where they served a year ago. No professional librarian would fault the chance to learn a new job or take on a new challenge, but there has been no discussion or interview with most of the staff when

they were moved to a new position nor has any explanation been forthcoming since. This autocratic approach to the staff has resulted in "non-participation" in decision-making, wide staff frustration, and a sharp decline in pride of jobs done well. . . . Around this library, there is a growing nostalgia for "the good old days."

Comments in Favor of Participative Style of Management

Certainly, librarians should be fully involved in the decision-making process as far as reason will allow. It is the task of the administrator to make the decisions, but certainly provided there is input from the librarians around him/her. I would think the good administrator would recognize the experience and value of seasoned librarians, especially those who have worked with and responded to the public. Perhaps the administrator would not agree, however, he/she has the obligation to listen.

I agree completely with the concept of participative management as a means of developing library policies to ensure better service to library users. I further agree that this topic needs and deserves serious research.

As many committees as are necessary should be involved in library decision-making. The object should be adequate study for a proper or realistic decision and trying to involve as few committees as possible . . . leads to authoritarian rather than participative management.

As a liberal, civil libertarian, I believe it is essential in any setting in which there are administrators and lower level professionals that the employees have complete freedom to provide inputs to the decision-making process. The final decision, whether it agrees with the inputs or not, should of course be left to the discretion of the administrators. But, the right of lower level professionals to participate in the process is an inherent right and is not negotiable or modifiable.

Comments Against Participative Style of Management

Participatory management makes you appreciate Fascism.

Enclosed is your questionnaire unanswered. I believe the last thing needed in the "management practices in libraries" today is a network of data collecting, computer studies and advanced degrees in library science. It has been my personal experience that such "inevitable and desirable" change has led continuously to the break-down of organization, efficiency and morale. This is a personal opinion and does not reflect the views of all my fellow workers.

. . . A committee form of library governance does not necessarily mean that there is a more "democratic" rule prevailing. . . . If the administration's views are made known and enough pressure is applied, the committee will eventually recommend what the administrator wants; and he will, of course, accept and implement it. In other words, the immeasurable spirit is still more important than the form.

In my opinion, management of libraries should reside in the top administrative officials. Completely open communications must be maintained between the administration and staff. The administration must solicit suggestions from the staff and listen to such suggestions with an open mind, but the final authority for making decisions must remain with the top administrators or his delegates. Management by committee or by majority rule is chaos.

Some problems which we have encountered since being organized as a faculty within the University are:
(1) Adequate time to perform responsibilities of day-to-day routines in addition to committee work;
(2) Adequate time for research (personal professional projects);
(3) Need for same "vacation" time as teaching faculty to be used for study, travel, thought;
(4) Changing concept of the library from an "academic supporting facility" to "an instrument of education";
(5) Changing the librarian's self-image from "task orientation" to "educator";
(6) Projecting academic image to university faculty.

Comments Concerning Changes in Management Styles

Our library is currently in the process of drawing up a peer evaluation and review system, complete with ranking structure, etc. The work is being done by committee-one which was appointed but is broadly based and involves junior staff members, including (the respondent). I have

responded to the questionnaire according to how things currently are, i.e., almost no system for professional staff input via committees or otherwise. If our report is accepted, this may change drastically.

Our new director is beginning changes toward peer evaluation and review.

An assembly of professional librarians has been started recently and has somewhat mitigated the benevolent autocracy. A new librarian will soon bring in a new set of circumstances.

We are now participating in the Management Review and Analysis Program (MRAP) which may significantly change our structure when the recommendations emerge from the study and are implemented.

Our library has recently set up a committee/council/task force structure which is just now beginning to realize its potential and power within the library and the university. Many worthwhile projects, investigations and discussions are taking place. However, all the valuable products of these efforts are not being used effectively, and at times, are not even recognized.

With a total change of personnel in the Director's office, including the Director, our staff is realizing for the first time in many months that the rank-and-file librarian can be heard, and can make a significant contribution to decision-making. Morale is higher and work performance is improved!

We are involved in a self-study designed by ARL that will last about two years. While it is time consuming, we feel it will result in a more effective operation of the library and its branches all over the campus.

A library faculty proposal is in the hands of the Director and Board of Trustees . . . no classification/rating system and grades exist for professional librarians, hence, no salary scale and no system of promotion, etc. Participatory management can be overdone--even in a department. It can delay decisions and cause disagreements on policy among staff members. But, understandably I believe it is sound and worth the effort (though I often chafe at the delays and negotiations necessary to involve all professionals in decisions).

Our library has just recently initiated peer review and the involvement of the professional staff in library affairs has increased greatly in the past three years.

> It has not yet extended to program planning, staff development and budgeting, but we are working in that direction. . . . The existing management style in my library is becoming more effective and who knows where it will end up! . . . it seems easier to change the management style of the top library administration than to change the style of the middle administrators! The clarion call, "we've always done it this way," is still heard in the ranks of middle management.

One respondents's comments were so comprehensive and perceptive that they merit a separate category. One with such a management philosophy should be a good library administrator.

> I would like to add that I am of the opinion that the cry for participation at all levels should be analyzed and appraised carefully. To be sure, any thinking administrator should recognize that he must listen to the staff at all levels, be sensitive to the attitudes and needs of the staff, and at the same time have enough common sense to sort and implement suggestions which are feasible and compatible with the overall goals of the library. These goals must be recognized by the total staff as service goals. I do not believe the welfare of any individual should be in any way ignored or trampled upon, but I do think there should be a middle ground of rationality where decision making privileges are coupled with a strong sense of responsibility. I think it is most desirable for the total staff to have input into the decision-making process. As there are generally conflicting sets of interests, as well as opposing philosophies, this may take some doing. This participation can be accomplished through cooperative committees, task forces, etc., and individual vote at times. However, I do not believe that every decision requires total participation. It is neither practical nor advantageous.
>
> As to philosophies, some young professional librarians can find no comfortable middle ground with those in the profession (whom) they call "old school." Some older librarians, and possibly some young ones also, have been reared with such an ingrained respect for authority that they tend to be too compliant with authority all the time. It is actually hard to step out of this pattern to take the role of a so-called "trouble-maker," even when they may disagree or see the error in the one with the authority. It is also quite evident that there are those people, both supporting staff and professionals, who enjoy the obsession they have for

"changing the system" regardless of how little (or sometimes how much) they know of the traditions and the truly hard work and dedicated effort that has gone into the shaping of a system at a given point of its life.

Change is inevitable, compelling and necessary. Diversities in a staff add to its problems, but a mingling of ideas, with mutual respect and, yes, even kindness should be the means to the end in this decision-making process.

Supporting staff (members) are gifted, effective and at times troubled. Many who contribute to "turnover" which plagues many libraries have no intention of remaining in library work. Some of these people show as much professionalism as professionals; others are interested only in using the position for its immediate rewards. Short-term employees still need to feel themselves part of the decision-making process, but I think they should consider the long-reaching effects of this participation and in terms of their own understanding of the factors necessary in making such decisions. Somewhere there is a happy medium of exchange, but it must be built on trust, understanding and responsibility.

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